THE SOUTHERN ASSOCIATION QUARTERLY

Volume III AUGUST, 1939 Number 3

Editorial Notes

Atlanta, April 9-12, 1940

President P. A. Roy makes the following announcement of the 1940 meeting of the Association in a letter to the QUARTERLY:

The meeting will be held at the Atlanta-Biltmore Hotel, Atlanta, Georgia, beginning on April 9 and ending on April 12. All meetings will be held in the Atlanta-Biltmore Hotel, and all offices will be located there. The prices for rooms will be as follows: room for one person, $3.00 per day; room for two persons, double bed, $4.50 per day; room for two persons, twin beds, $5.00 per day. To secure these rates reservations must be made in advance. It is important to emphasize this. Members arriving at the hotel without having made reservations will not have the advantage of these rates. Reservations are being received by the hotel now. If any members of the Association wish to go to Atlanta one or two days before April 9, they will be granted the same hotel rate for those days as for the days of the annual meeting, provided thay have made previous reservation. Naturally, these rates apply to the wives or guests of members of the Association who attend the meeting with them, and to guests of the Association invited to the meeting. Members and guests of the Association may have breakfast and lunch in the main dining room at the same prices charged for such meals in the coffee shop of the hotel. The annual banquet will be on the evening of Thursday, April 11. The price will be $1.50 per person.

Those Missing Addresses

The Secretary-Treasurer of the Southern Association undertakes to make it plain to speakers appearing before the annual session of the Association that their addresses will be published for the benefit of all members of the Association. The secretaries of the Commissions make it equally plain that the published addresses are a part of the proceedings of the respective Commissions.

It has happened, however, the last two years that prominent speakers have failed to turn in to the secretaries their manuscripts for publication. This is an embarrassment to the officials of the Association that should be avoided. It leaves the impression that those who make the program have in mind merely the official representatives who can come to the meeting instead of the large membership back home. The Association exists pri-

marily for the benefit of the members, and not merely for those persons fortunate enough to be at the annual meeting. The QUARTERLY respectfully suggests that the Executive Committee direct the Secretary-Treasurer to use in dealing with all persons to whom expense allowance or honorarium is granted for appearance on a public program some such formula as the following:

There will be available for your expenses and honorarium $———. *Of this amount one-half will be payable at the conclusion of your address and the remainder as soon thereafter as you deposit with the Secretary-Treasurer of the Association your manuscript.*

These comments do not in any way apply to the speeches missing from this issue that were delivered in the radio program planned this year for the first time. The persons appearing on the radio program were not notified that a manuscript would be expected, and the Secretary-Treasurer of the Association was himself uncertain on the opening day whether it would be feasible to publish these addresses. Since it is the Secretary-Treasurer's task to get all official manuscripts together for the QUARTERLY, neither he not the radio speakers are responsible for the misunderstanding at this point.

It should also be mentioned in this connection that the address of Miss Sarah Rogers delivered March 29 before the joint meeting of the Commission on Secondary Schools and the Commission on Curricular Problems and Research was properly turned in to the Association offices and is expected to appear in a later issue.

November Issue of the Quarterly

It is the hope of the QUARTERLY to present in the November issue materials dealing with the Southern Association Study and the workshop conducted this summer at Chapel Hill on the campus of the University of North Carolina. It is the policy of the Study to convene in different sections of the Association territory each summer, and invitations are in order for the summer of 1940. It will be recalled that the 1938 session met on the Vanderbilt campus. The growth of the personnel involved in the Study from 125 in 1938 to more than 225 in 1939 makes it necessary that institutions desiring to invite the Conference obtain promptly from Dr. Frank C. Jenkins, Director of the Study, specifications of the accommodations necessary.

The November issue will also again carry the "historical" section. For this section the following types of articles are desired:

1. A complete write-up of any of the early meetings of the Southern Association, including the outstanding personalities and problems, a sketch of the program, and the constructive work done. For this

issue, we should prefer articles dealing with the meetings of the Association held prior to 1917;

2. A complete write-up of the work of the Commission on Secondary Schools prior to the close of its tenth annual meeting in 1921;
3. A complete write-up of the work of the Commission on Institutions of Higher Education prior to the close of its fifth meeting in 1921;
4. A write-up of the development of the secondary school division of the state department of education in each of the states of the Southern Association. This write-up should include a statement of conditions in public secondary schools in the state prior to 1905 or 1910, including, if possible, the number of high schools and the number of students in the graduating classes, the names of supervisory officials, beginning with the first of the high school inspectors or other such officials appointed to supervisory offices in the secondary school system, and such other developments within the secondary schools as the writer deems outstanding;
5. The growth of coöperation among the higher institutions of the state, exemplified by such organizations as the North Carolina College Conference (this includes official representatives of every recognized college and junior college, as well as representatives of the State Department of Education) and similar organizations;
6. A survey of the development of private secondary schools within a given state including changes in curriculum, development of coöperations, etc. The history of a single institution, public or private, if so written as to show typical changes in standards, curriculum, and the like, might be entirely acceptable, provided the author does not object to the editor eliminating what outsiders might interpret as institutional advertising;
7. The development of higher education, starting in 1895, within a given state, including the rise of new institutions, changes in standards and curriculum, development of coöperation, etc. Such an article might be limited to some one type of institution such as denominational colleges, state institutions, teachers' colleges, etc. The history of a single institution might prove to be an entirely acceptable article, if presented as representative of typical developments rather than a glorification of the individual institution;
8. The growth of an institution during the administration of some outstanding administrator now dead, particularly as treated from the standpoint of general Southern educational development along with the contribution of the individual and the development of his institution.

Examples of the types of articles desired will be found in the November issue of 1937, Volume I, Number 4, of the SOUTHERN ASSOCIATION QUARTERLY, and in the corresponding number for 1938.

If you wish to contribute such an article, write the QUARTERLY at once your good intentions; and if by any chance, some one else has already taken your precise subject—a very remote contingency, in most cases—we shall let you know.

Builders of the Southern Association

"Builders of the Southern Association" will be continued in the issue for February, 1940. Previous lists of those who have served as many as twenty-five years in some member college or school will be found in the issues of February and November, 1938 (see pages 47-83 and 475-479, Volume II) and February, 1939 (see pages 107-156). Of course it is not the intention of the QUARTERLY to publish in the February list names already printed in these preceding lists.

Please use the following form if you need more blanks than have been mailed to you:

RECORD OF FACULTY MEMBER OR ADMINISTRATIVE OFFICIAL WHO HAS SERVED TWENTY-FIVE YEARS OR MORE IN.....

.....

(Here insert name of university, college, or secondary school. Furnish data for employee of faculty standing only.)

Name of the employee.....

Academic degrees held, with name of institutions conferring them in each case.....

Institutions at which employee has pursued further studies during period of his employment.....

(If employee has taken time out for further study, even without leave from your institution, but returned upon completing his period of study, count his service as continuous for purposes of this report.)

Different positions he has held in your institution or system and length of time in each.....

.....

.....

(Public high schools will include in this report their superintendent and other supervisory officials, provided of course such officials have served twenty-five years, even though part of the service of such persons was in some other part of the school system, e.g., an elementary principalship or teaching position. The high school should today be stronger for having on its present staff persons of long service and devotion to the system.)

Date at which service of employee began.....

Present position and when entered.....

Any distinct, or most important, contribution(s) to the institution.....

.....

Additional information that to you seems pertinent.....
.....

In Memoriam

"In Memoriam" will be continued from February, 1939, in the February, 1940, issue. Please use the following form for this list:

RECORD OF FACULTY MEMBER OR ADMINISTRATIVE OFFICIAL WHO HAS DIED SINCE JANUARY 1 IN THE SERVICE OF.....
.....
(Here insert name of your institution.)
Name of employee.....
Academic degrees, if any, with name of institutions conferring them....
.....
Date employment began in your institution.....
Position held.....
Date of death.....
Any distinct contribution of deceased to your institution.....
.....
Additional information that to you seems pertinent.....
.....

Issues Facing the Southern Association: An Open Forum For All Interested Members

The QUARTERLY will devote as much space as it can in its next issue to a free and open discussion by representatives of member schools and colleges in regard to the problems facing the Association, particularly as revealed in the actions and discussions of the Memphis meeting. From time to time there is casual complaint that officials in the Association and representatives of member institutions attending annual meetings take action without adequate presentation to the other members of the Association. This complaint is, of course, common to all Associations functioning through annual meetings and is probably less justified in the case of the Southern Association than in the case of some other organizations. However, the QUARTERLY will be delighted to have discussions of matters of policy by representatives of member institutions for publication in November and February on the following questions:

1. Should the QUARTERLY be abolished and replaced by a reversion to a single volume of proceedings and addresses?
2. How can the business sessions of the Association and Commissions be conducted more in keeping with the importance of the matters acted upon?*

* Chairman J. Harold Saxon, of the Georgia state committee of the Commission on Secondary Schools, protests item B, II, 4, reported on p. 267 of the May QUARTERLY as

3. Should the dues of the secondary schools be raised?
4. Should the audit of the funds of the Commissions be made more in detail?
5. Has the new constitution of the Southern Association functioned as it was intended to provide a broader basis of leadership for the Association? If not, how can more members be given an opportunity to participate in running the Association and its Commissions?
6. How rapidly should the evaluative criteria be applied to all the incoming and old secondary school members of the Association?
7. Should the Association adopt some central meeting place instead of having a different meeting place each year? If so, should it establish permanent offices?

Articles submitted to the forum on these or other questions of Association policy should probably vary in length from 150 to 600 words. Longer articles will be accepted so far as space will permit and according to the novelty or careful consideration of the ideas presented. If the response in regard to some one item is so large as to justify segregating that discussion into one issue, it is the intention of the QUARTERLY to publish all articles in groups dealing with the same subject in order to present as many sides of controversial questions as possible.

JAMES HAMPTON KIRKLAND

President Emeritus of the Southern Association

News of the death of Chancellor Emeritus James Hampton Kirkland of Vanderbilt University, who was the active leader in organizing the Southern Association and for a number of years has been President Emeritus of the Association, was received just as the August QUARTERLY went to press. The QUARTERLY hopes to have a special article dealing with the work of Chancellor Kirkland in time for publication in the November issue.

incorrectly incorporated into the minutes of the Memphis meeting. This protest is probably justified. In any event there are serious questions as to the manner in which Association business is sometimes transacted—EDITOR.

Discovering the South*

By Jonathan Daniels
Editor, News and Observer, Raleigh, North Carolina

As a Southerner, habitually torn between the something more than legend of our laziness—poem perhaps—and our new sense of so-much-to-be-done about this South, I am almost overwhelmed by this spectacle of so much learning in the springtime. All the day the sun and warm evenings around us and before us conspire with our native Southerness to make work seem more intolerable than waste. But the conspiracy is relaxing, or we are not. In North Carolina, in Tennessee, in Raleigh and Memphis perhaps we all seem Yankees at last. Shade is not enough and sitting does not suffice. Let us rejoice therefore.

But I for one, for all the new stirring, perhaps because of it, refuse to regard the new virtues we are exercising in an old South as all the virtues. I like to think that our new searching and stirring may mark not so much alteration as addition to a Southern living which has been full of fault undoubtedly, but full of pleasantness as well.

Sometimes I confess myself in this South of ours as close kin to that gentleman in my Southern mythology who even at this hour must be sitting in his rocking chair on the piazza of a big plantation commissary in Southeastern Arkansas. I followed after a bright young book agent to his door. The agent had found this old gentleman who is one of the combination farmer-merchant-bankers of that plantation country and had undertaken to sell him a set of books on scientific agriculture. The old man thumbed through them.

"No," he said, "I don't want 'em."

"You ought to have these books, sir," the book agent said. "If you had these books you could farm twice as good as you do."

"Hell, son," he said, "I don't farm half as good as I know how now."

But the rocking chair is a disappearing institution even in the South. We are stirring instead. We have become aware, slowly at first, then suddenly, with a President of the United States to announce it for us, that the South is Economic Problem No. 1. This is a last dramatization of a South which has always been fascinating for seeing. At last clear-eyed, I hope, we are seeing our own show. Some places, some peoples seem almost designed to make drama for the world. The short annals of happy lands have never made the best reading. There is Ireland, and there is Palestine. Certainly I am making no claim here that we are another one of the chosen peoples.

* An address delivered before the Forty-third Annual Meeting of the Southern Association of Colleges and Secondary Schools, Memphis, Tennessee, March 30, 1939. This address was also published in *The Peabody Reflector and Alumni News*, May, 1939, pp. 166-168, and June, 1939, pp. 206-207 and 217.

But for good or for ill, being a Southerner is like being a Jew. And, indeed, more needs to be said about the similarity of the minds and the emotions of the Jew, the Irishman, the Southerner, and, perhaps, the Pole, as a basis for the better understanding of each of them and of them all. There is, of course, the sense of exile; homesickness is entirely possible to those who remain on the homeland. All of them have mastered the art of breast beating. All of them hold up history between the world and their personal deficiencies. And all of them have succeeded in making themselves fascinating to other folk, even if sometimes the fascination borders upon the reptilian. But if our annals have been long they have never wearied us. This land has held our attention and our hearts. We have resented sometimes the least suggestions of imperfection. I know I have. I remember that last year when I looked on a model town set up in the South by planners from outside it, I found in me like a mark of the old devil a momentary instinctive preference for cruel perhaps but good-natured Southern carelessness, and an increased faith in the ultimate malignancy of Yankee good intentions. Too many of us still prefer a sloppy South to a South planned in perfection by outlanders. We have a perverse feeling out of our past that the worst carpetbaggers were the ones who came down here to improve us. The others merely stole and went away, but the improvers have been nagging us forever. Undoubtedly we needed it. We still do. But the old pattern of our patriotism persists.

And we Southerners are not the only people who have been stirred by the sight of our land. From the earliest times there has been a perfect procession of visitors who came and looked and went home and spoke or wrote. The procession continues and their statements go on, not always complimentary but betraying a fascination for this land. I suspect that now as formerly the fascination lies in the seeming simplicity of the South, simple good, simple bad. And now especially the appeal lies in an apparent simple continuity from an older, less complex America. There is significance in the supposedly uninterrupted succession of the South. Other sections are aware of vast changes about their doors. But only now in the South is the machine intervening to supplement—perhaps supplant—the labor of white and black hands. No tide of immigration has changed racial patterns since the first white and black striping. (Incidentally, fear of machines on the plantation, the cotton picker, etc., may disrupt the old system, a phenomenon I for one would welcome. But those who fear machines may make men poor must realize that in the South absence of machines has not made us rich. The South, with half the country's farmers, has less than one-fifth of the farm implements.)

In no real sense, I think, did the Civil War alter the South. Indeed, in the South generally, America under a thin surface of modernity goes on as it began. Sometimes I think that the interest in the South and in books

and speeches and pronounciamentos about the South has been due to a sense of a succession in the American story that is simpler here. Machine made problems are too puzzling and in the South (as I found among the agrarians at Nashville and elsewhere) as well as out of it men and women have rejoiced in mental retreat. They have retreated to an old South which now seems a great deal simpler than it could possibly have been. We even forget ourselves that in that long lost South out of 8,000,000 white people, a liberal estimate would give to the slave-owning white families a membership of only about 1,600,000. Most of us white folk were hard scratching even then. (Certainly now the rich and the masters are rare as the columned porticoes which were so thick in the past. They were as rare then. Though the farm acreage of the South is actually less in 1930 than in 1860 and more worn, a rural population almost double has been striving for life on it.) There is similar retreat to a living South in which even the so-many faults seem the simpler faults of a more direct and a more violent day. A man may be shot in a shotgun civilization, but his friends and relatives need not be puzzled as to what hit him, as he and friends and relatives may all very well be in a corporate civilization.

But I need scarcely tell you it cannot be so simple as it seems. The Southerners I met when I set out to discover for myself my own homeland did not think so. And if I did not discover my South, I think that at least I saw the South in its infinite variety. As I have reported elsewhere, I rode the South, mountain, piedmont, and coastal plain. I ate oysters Rockefeller in New Orleans on the very day old man John D. Rockefeller died in Ormond, Florida. I lay on my belly in the Arkansas dust and changed a tire on the hottest summer day. I waited at night while the tree toads sang, for the ferry to come following the Mississippi up an avenue of forest through which the waters of the spring rise had spread. I talked with governors and professors, with male and female patriots, with labor leaders and industrialists, educators and uplifters, engineers and chemists, to some of you professors, and to foresters and physicians. They told me solemn things, true things maybe. But I also talked to hitch hikers and tenant farmers, to filling station operators, hill billies and Delta planters, to poets, and bartenders, to Syrians in Vicksburg and Cajuns in Louisiana, to a lovely, starry-eyed, aristocratic young woman in love with a liquor salesman, to a drunkard who lives and buys his liquor on the quarters which tourists give him for seeing the big house which his ancestors built, and everywhere to Negroes. These told me the South: as a Negro may know it who has lived all his life on the plantation on which he was born; as a truck driver may find it moving and selling meat within the range of the refrigeration in his ice box truck body; as a man may discover it who has grown too old to get a job, or who may, working hard, fail to make even a living trying to grow cotton out of buckshot land. There are as many Souths, perhaps,

as there are people in it. Maybe the only certain South is the addition of all the Southerners.

But all Southerners except perhaps those aliens at home, the residents of the cities which have lost touch with the South around them, know and love the sedative simplicity of courthouse square and Saturday afternoon. You feel it without my describing it. You remember the Confederate monument, and the Negro sleeping on its base, brown as the bronze soldier above him. The South is in the courthouse square, certainly, but not all of it is there. Some of it has retreated around the corner, up a driveway or an alley, down a dusty, unfrequented road. In one town I know, it may be where that poker game is reported to be which has continued without interruption since "the War." It lives in the question as to whether General Lee took a hand in the game when he came to visit the town or whether the General's dignity was a power sufficient momentarily to stop a game which went on forever with hands descending from fathers to sons. The South certainly may sit behind the fences of a lady's garden. It may rest under a crepe myrtle. It may hide in a mob; it may run breathless and screaming. It may rot in shiftlessness and die in ignorance. It may, God help it, in cold blood lynch a Negro with a blow torch, and it may cherish a dangerous killer Negro as a man elsewhere might keep a blooded, dangerous dog. Not all these things are readily seen in the queer, pleasant land of courthouse square and Saturday afternoon. But the sun and the Negro remain. And as long as they remain no external mold will quite confine or force into complete conformity this South we live in. We would not wish it. But neither do we wish that perpetuation of problems which destroys those too lazy to deal with them. Poverty is a wonderful preservative; but not all the things it saves are sweet.

How shall we move then to keep what we know is pleasant in this South and escape what we know is pestilent? I remember a lank man on a plantation just back of the levee in Mississippi who told me the way I wanted to go. He pointed to the road; he described its turns to its ultimate destination. Then he said: "It messes around a little like everything else in Mississippi, but I don't think you'll lose it." And that was the way I went to find the South. But it would be nice for all of us if, on the basis of that journey, I had a definite destination for the South to report—or a certain plan for reaching it. I add quickly that I have not.

Nevertheless, all people are planners. And sometimes I think Southerners more than the rest. I know you have heard the Southern planner:

"I aim to plant lespedeza in that field if I ever get around to it. But it just seems natural somehow to put it in cotton."

All people, indeed, are planners and regionalists. None more than ourselves. The plan may not extend beyond dinner time and the region may

not reach beyond the creek. Indeed, in one section of North Carolina plan and region are combined.

"Well, I guess we'll do like the folks across the river do."

"How's that?"

"Do without."

In more ways than one that has been the regional plan of the American South, and I for one Southerner, speaking also without fear of contradiction for you and for 25,000,000 others, am ready to find another. (Not quite 25,000,000. All Southerners are willing to escape themselves. But some solemnly insist that better wages would ruin the niggers and keep the white folks lazy. It is not a philosophy to which I subscribe. I belong to the Booker T. Washington school: "The only way the white man can keep the nigger in the ditch is to stay there with him.")

This do-without program was adopted shortly after Appomattox and has been in force almost without interruption since. That was a grand war for the poets and the politicians, but I am beginning to wonder quite seriously whether the Civil War itself ever made any really profound difference in the life and history of the South. The war itself seems a detail almost insignificant between what went before and what came after. Mine, I suppose, was the last Southern generation reared in a combination of indignation and despair. Now, fortunately, save in a few groups devoted to a form of rebel yelling which is also a form of ancestor whooping, the Civil War as such plays little or no part in the life and thinking of the South. That means, I hope, escape from the old do-without economy of the Southern States, for the chief injury inflicted upon us late Confederates by the war was the excuse which it gave us for giving up and sitting in the sun. The South was poor; the war caused it. The South was ignorant; the war made us too poor to educate. The South was slow; well, after what the damyankees did it wasn't any use to stir. The war provided a satisfying, acceptable, and even mildly exhilarating excuse for everything from grandpapa's wooden leg to the quality of education dispensed in the public schools.

Unfortunately, like a great many simple explanations this one did not explain. The tariff did at least as much damage in Dixie as Sherman and Grant together in making the South poor and keeping it poor. While Grant and Sherman have gone to whatever they had coming to them, the tariff remains. The process of selling the fertility of the land along with the cotton began a long time before the Civil War and had reduced Virginia gentlemen to the unpleasant business of breeding slaves for Deep South markets. Even now men tremble over the possible loss of cotton markets. It is a trembling like that of the old slave fearful of losing his chains. The contempt for labor which everywhere and in all times has been an inevitable item of slavery was full grown before 1860. The hookworm was in the South but not discovered. Yellow fever, typhoid, and malaria were here but not

understood. Pellagra was seen as clay eating and was considered a perverse habit of perverted po' whites. Most of the Negroes had instinctively developed an apparently racial shiftlessness in a shrewd labor defense under slavery long before ladies and gentlemen on the Charleston housetops applauded the firing on Fort Sumter. (And Reconstruction: Mississippi had defaulted on its bonds sometime in the 40's. The Rothschilds were involved, and, if Mississippi paid her debts, the governor said, he was fearful that they might use the money to gain control of the sepulcher of Our Blessed Saviour. That would never do, so Mississippi defaulted, and there was not a Negro in the legislature that did it.)

The Civil War killed men and broke hearts and caused a tremendous amount of private suffering. But war is too spectacular. All of the major faults and flaws in Southern economy were on the way to full growth before the war began. But it served as an alibi—a magnificent alibi—for them all, and for those that came after, too. In a false present, the South had begun the adoration of a fictitious past. It luxuriated in its tragedy. The South, like some ladies in it, enjoyed ill-health. Delicacy of constitution became a positive social virtue. And generally the fact was overlooked that as early after Appomattox as 1870 the South produced more cotton than it did in 1860 and got more for it—the most, indeed, that it had ever received.

The South's faults were many, but the South's faults were not alone. The war and Reconstruction were important as memory of them served as screen of emotionalism. Behind that screen moved those unemotional gentlemen from the North who praised Lee always but knew what they wanted and how much they would pay for it, which was not much. This second wave of carpetbaggers was received with honors and banquets and bands. They were the agents of the new and ever greater absentee ownership of the South. They came from the North with excellent financial connections to buy up broken-down Southern railroads and other properties, and they picked up some pretty bargains and some pretty Southerners. The town was properly impressed when Colonel Cadwallader entertained Mr. Prentiss, the Boston banker. (It continues impressed when his name is Manaccus and he is in the garment business.) The banks of those same gentlemen who bought up Southern railroads were also deeply interested in Northern railroads. It has even been suggested that while they were ever willing to make money they were also careful not to build up Southern traffic and industry at the expense of those older developed areas of the North and East through which their older lines ran. Freight rates certainly have not been shaped to aid the industrial development of the South; instead they still sit providing inland the protection which tariffs provide on coast and frontier. Some trade tacticians feel that freight rate and tariff together made a deadlier pincher than that which Grant and Sherman applied on the Confederacy.

Of course, all ownership in this modern corporate civilization assumes the pattern of absentee ownership. Stockholders, North as South, are increasingly irresponsible and uncreative as individual capitalists. But the control of capital is in the North and East. The South, devoted to the culture of cotton and tobacco, the prices of which are fixed in world markets, still buys too much from the protected factories of the North. Its new overseers, faithful to the absentee owners, beg and plead and promise for more absentee investment and control while simultaneously they cry to hysteria in condemnation of foreign agitators among nice native labor.

There is reason now for both fear and elation. Both existed before the South was labeled Economic Problem No. 1. The new pincher movement upon the South has not been applied in recent years with the precision which Grant and Sherman practiced or perhaps the body seized is a good deal less easily grasped than was the old half-dead Confederacy between Richmond and Atlanta. At any rate those capitalists, local and absentee, who are concerned for low wages in the South, and those who are concerned for sales in the South do not seem to be acting in perfect unity. The most profoundly disturbing foreign agitators in the region are the salesmen of Chevrolets and radios, gaudy machine-stitched dresses, and other shining gadgets and gewgaws. Even the power companies, incited by TVA, are filling the towheads and the burr-heads with glittering dreams. Not only the spindle has come South, so also has the automobile. The worker and the mill have both become mobile. As whole mills may move from Massachusetts to Mississippi, so may whole philosophies.

It is not the Communists who are coming but the advertisers. The cabins of the South are wall papered with the pages of newspapers and magazines and so much advertising has a practically permanent appeal. There may not come to the cabin in a year enough money to meet for a month the requirements of the persuasive suggestion that it is easy to own a Packard. But if all of those who see the walls cannot read them, all of them can desire. If they lack the money, they can wish for it. They can be dissatisfied with the old do-without plan of the Southern regions of the United States. They are. And those new absentees who are coming South in a movement which New England governors call "a threat from the South" should come warned: the South has much to offer, place and people and resources and power, but it does not honestly have docility to offer. Such as it possessed is disappearing before the building of desire. And the first problem of the South today is people. It is by no means limited to the South. Indeed, it is the newly exciting question of the possibility of democracy. (In contemplation of it too many people have been looking at Italy and Spain and Russia and Germany, as well as at the old democracies of England and France. It is less disturbing to consider it over water, perhaps, but the seeing is clearer in the South.) Contemplate the questions:

Are the Southern people capable of serving, governing, and saving themselves?

Or must they depend for guidance in government and to decency and adequacy in living upon an oligarchy of so-called aristocrats, a committee of experts, a ring of politicians? Upon plutocrat, demagogue, or professor?

Is democracy possible in the South? (Is it possible anywhere?)

Surely, those questions are properly raised with regard to the folk of a region, which the President calls Economic Problem No. 1 and in which the sharp-eyed regional planners have found natural resources in superabundance, population in abundance, but a deficiency in science, skills, technology, and organization, waste in its general economy, and a richness, combined with immaturity and multiple handicaps, in its culture. The trends they discovered show hesitancy and relative regression in many aspects of culture. They found the lowest incomes and the poorest fed people in America in a region which should be a garden.

Beyond those findings, I pretend to no simple, certain answers to the questions. In the first place, the Southern people will not show their capability or the lack of it in a vacuum. We must work in a realm not only patterned by our past and our prejudices, but also one definitely shaped by tariffs and freight rates fixed largely at the North for the benefit of the North. Ours is a region governed in important degree by absentee owners and one which has been stirred more deeply and more often by reflex response to exterior criticism than by agitators, native or foreign, at work within. Ours is a sensitive region, more romantic than idealistic, and one which is expiating for more sins than its own, though there are enough of them.

The answers like the questions go deep into the past. Important aspects of democracy grew in the South. Much of its philosophy was shaped at Monticello by Thomas Jefferson. But Jefferson in Virginia and John Adams in Massachusetts died on the same afternoon in 1826. And sometime thereafter, perhaps at the very time it began to become solidly Democratic, the South discarded democracy. Or perhaps more fairly stated, the South's democracy was destroyed. From the beginning there were Southerners, big and rich, who held to the faith that wisdom reposed only in the big and rich and that therefore the franchise should be restricted to them. More and more democracy asserted itself against them. Requirements for voting and office were slowly but steadily scaled down. And then after a long and passionate war, in the South the electorate was enlarged, by force from without, by thousands of Negroes and decreased by thousands of white men who had formerly borne arms as Southerners, as Confederates, and so as Rebels. The result was a condition which seemed intolerable to the most faithful Democrats. Perhaps no entry of any sort by the Negroes into the rights of citizenship would have been tolerable to us. Certainly, however, the Negroes were given no chance to be absorbed. They were hurried from

slavery into a power which, in general, other men misused. Any unemotional reader of history must recognize the similarity between the original Ku Klux of the South and the Brown Shirts of Germany and the Black Shirts of Italy and the similarity between the conditions which created them. They provided a rank and file violence. But in the South they brought the Bourbons to power. And the native Bourbon has steadily served the large propertied classes, absentee or local, in the exploitation of the South. Almost without exception the route of the carpetbaggers, the Negroes, and the scalawags carried the old planter class and a new promoter class to power also over the vast white mass of little farmers and storekeepers, mechanics, and laborers. For them as for the Negroes to too great an extent democracy was in the years afterwards affectually denied. But little men stir, and men to lead them. There was, for instance, Benjamin Ryan Tillman in South Carolina. And "Pitchfork Ben" was by no means the only name applied to him. Low Country aristocrats still snort to speak of him. After him there were others like him—and not like him. There will be more. They are Southern demagogues, some better and some worse, but all indicative of a Southern unwillingness to leave government entirely to the political gentlemen of the gentlemen of business—gentlemen who know exactly what they want and how much they will pay for it, which is generally not very much. It is only an alternative, when as in the case of such a man as Huey Long, he leaves as a political estate a power to plunder. Neither he nor his inheritors discovered that power. It always exists when the people are incapable of government or careless of government. And Southerners might be plundered by the very people who made them also for a time incapable of government. They were. And those who plundered them also saw sign of inferiority in the poverty that was left.

There are Southerners still who would more quickly deny the ability of the people of the South to manage the South than any people outside of it. One night in Greenville, Mississippi, Roark Bradford told me that when he was a reporter for Hearst's Atlanta paper he went about Georgia with Tom Watson.

"He said so many damn fool things," Bradford reported, that finally I asked him about them. And he said—he always talked in a high piping voice—he said : "Young man, I am going to tell you something to remember forever. It is impossible to overestimate the stupidity of the American people."

Some demagogues before and after Watson have thought that. That has also been the opinion of the persisting and ineradicable Bourbons and Brigadiers who are devoted to a class before a region. That has made them readier to serve as the agents of the new mastery. They still serve it and serving also themselves believe they serve the South. Their minds are still patterned in that master-slave concept which in sense of superiority applied

not only to slaves but to white men lacking slaves. They apply it now to the cotton mill as well as to the plantation. Many aristocrats in the South —and that is the name for both the coca-cola bottler and the member of the Society of Cincinnati—do not believe and never have believed that the people should—if they could—govern the South. Such a faith or faithfulness leads to the unincorporated mill village and the company union. Included under it are both the kindliest paternalism and the most vicious and careless exploitation.

This lack of faith by the few great in the many small seems to me sad, but the saddest thing in the South is the fact that those at the top who do not believe in the intelligence of those at the bottom have not shown themselves capable of a leadership satisfactory to the people they assume to lead—nor, so far as I could discover, to anybody else. The market for stuffed shirts is glutted. It has been glutted for a long time.

Finally, I think the people are not so disturbing as the patricians. The most encouraging thing is that the ordinary Southern whites, given fair chance and training, are showing themselves capable of performing the best types of work. This is so in the South. TVA discovered it and was surprised. Others are discovering it. And in the black and white migration to the North this generation of Southern immigrants has been able to compete with the workers already on the ground. The depression saw them shivering and jobless in every Northern city; by the thousands it sent them scurrying home. Now they and more beside them move again. They are, of course, inadequately trained, inadequately skilled—sometimes they are underfed. Sometimes they are sick. Sometimes they are criminal, feebleminded, perverted, insane. But they move and they will move from the worn out farms and the empty little towns. They march to eat. They will not be stopped. They need not be feared unless they are resisted. But fear in the South has slandered both of them:

The Southern Negro is not an unteachable baboon.

The Southern white masses are not biologically degenerate.

Both are peoples capable of vastly more training than they possess. Both are peoples who may hang heavy on the national advance, or help to speed and sustain it. Both are peoples who could consume and produce more wealth. And they are capable of happy, productive peaceful life, side by side. White men and black men have shared the South's too little for a long time and, though there is more than a casual connection between hunger and lynchings, they have shared it in relative quiet, decency, and peace. They would be able to build a South in terms of the South's potentiality, if they together had a chance to make and share plenty.

Increasingly the ancient and venerable do-without plan is deserted. But what of a new plan for the South? The materials for its shaping have grown at the University of North Carolina in a huge, wise book, *Southern Regions*

of the United States. But I believe that the new Southern plan will grow more directly from itching than from statistics. The South is awaking, scratching at new desires. A plan of course should provide the way to fulfillment and at the moment the South faces the prospect of plenty with more wish than way.

"Chile, yo' eyes is bigger'n yo' belly."

But the big-eyed stage is important. Once they were sleepy. Now they stir and are wide open at last. And a regional plan is a plot from seeing to getting, from needing to wanting, to possessing. Such an ordered program in the South must include expansions of facilities for public education in a region lacking skills, for public health in a region still plagued by preventable diseases, for public welfare in a country in which the private welfare of so many is so insecure. None of these are in any sense simply Southern. The children of the South—which is the land of children in America—are more and more the adults of tomorrow in other states and so they will be the criminals or the sick or the creative or the consumers or the burdens of other states soon, very soon.

Such a plan for a new, free, fed, housed, happy South must include not merely program at home for improvement but also program in the nation for the relinquishment of advantages elsewhere over the South. In that lies the importance of the setting aside of the South as Economic Problem No. 1. Perhaps those advantages are so deeply fixed as in freight rate and tariff that to change them to give the South a chance might do vast harm elsewhere, might cause much suffering in the areas which have grown rich on advantage, suffering like that which wrings the hearts of Northerners when they see it in the South. Perhaps the South, as New England seems now fearing, may be able to escape its single-slavery to cotton and advance to a diverse industrial and agricultural development despite the imperial advantages which New England took as its loot after the Civil War. There was some sort of bargain then, now dimly seen. The Negroes were sold down the river again after emancipation, and the price paid was a fixed economic differentiation, and the matter left the whole South in slavery to New England instead of some of the South in slavery to other Southerners. But I mean to start no new war: though there are evidences that undeclared warfare already exists; the South is at last escaping from the economic occupation which succeeded the military occupation. The South is at last escaping from the more destructive Reconstruction which economically continued the South as captive.

And New England, Pennsylvania, New York, and Jersey are afraid. The terrible danger is that they are about to lose at last the slavery from which they profited long after Lincoln in a manner of speaking set the Negroes free. Of course, everybody was free in the South, free to fight among themselves for the too little that was left when tribute was paid. The South was

not plowed up and planted with salt as Carthage was. If no more generous, our conquerors were less wasteful. They recognized that the South kept in its place (a place in the nation geographically similar to that of the Negro in the South) might be useful and profitable. It was. And as a Southerner I ask only that they recognize the poverty of the South as a part of the same civilization as Harvard and Detroit and in a measure as the creation of the same people.

A good deal more is necessary for us Southerners. Item one is escape from pretentiousness. The Southerner has deluded only himself. There was a boy who was brought in to Savannah from Bryan County with malaria, pellagra, hookworm, and a pelvis pierced by his thigh bone as a result of malnutrition, who nevertheless boasted in the hospital that he was the best alligator catcher on the coast of Georgia. Perhaps he was. Maybe still one Reb can beat ten Yankees. It is irrelevant. But planning in the South must begin at the bottom where so many of the people are. There is no handle on its top by which it can be lifted.

Last year when I had come full circle around the South, when I had written all that I had seen, I put down in my book about the South four final sentences: "In the South the tyrants and the plutocrats and the poor all need teaching. One of them no more than the others. All are in the warm dark and whether they like it or not—white man, black man, big man—they are in the dark together. None of them will ever get to day alone."

Since I wrote these sentences down we have been newly stirred in consideration of our problems. The President has called attention to the national significance of our difficulties and made us aware of forgotten darkness just outside our door. But I would not change the emphasis I put in final statement. I am aware of the iniquities under which the South still suffers. I am aware of the consequences of our own old mistakes. But hope for escape from all of them lies in the escape from that Southern darkness which has not always been terrifying, which has indeed sometimes been as pleasant—as lullabying—as magnolia scented moonlight about which quite enough has been said.

I am not afraid of that dark because I believe we will light it. We are a strong people though a people who have sometimes been stubborn in mistake. But more than that, I believe, we are a stirring people now. And we know that our problem is not only on our lands and in our cities but in our heads as well. If we did not, surely the time would be here again to say as sadly as Calhoun said before, "The South, the poor South." But though the time is far off for boasting, I think we may count this as a time full of hope. People like you everywhere are stirring and I already count it that they will take us all—rich man, poor man, black man—together to the day.

The Second Reconstruction*

By Mark Ethridge

General Manager, Courier-Journal and Louisville Times, Louisville, Kentucky

Fifty years ago, the South's foremost editor went North to hail the end of the Reconstruction and to hold out the South's first olive branch to the North since the War between the States.

"Far to the South, Mr. President . . . lies the fairest and richest domain of this earth. It is the home of a brave and hospitable people. There is centered all that can please and prosper human kind. A perfect climate above a fertile soil yields to the husbandman every product of the temperate zone. There by night the cotton whitens beneath the stars and by day the wheat locks the sunshine in its bearded sheaf. In the same field the clover steals the fragrance of the wind and the tobacco catches the quick aroma of the rain.

"There are mountains stored with exhaustless treasures; forests vast and primeval, and rivers that, tumbling or loitering, run wanton to the sea. Of the three essential items of all industries—cotton, iron and wood—that region has easy control. In cotton, a fixed monopoly; in iron, proven supremacy; in timber, a reserve supply of the Republic. From this assured and permanent advantage, against which artificial conditions cannot much longer prevail, has grown an amazing system of industries. Not maintained by human contrivance of tariff or capital, afar off from the fullest and cheapest source of supply, but resting in divine assurance, within touch of field and mine and forest, this system of industries is mounting to a splendor that should dazzle and illumine the world."

I wish it were possible for us to repeat today as truth what Henry W. Grady said fifty years ago instead of talking about a second Reconstruction. I wish it were possible to say that we had taken the colorful heritage of our ancestors and the great bounties of nature and had made the South "the fairest and richest domain of the earth." It is still the home of a brave and hospitable people, but it is the home of a people unhappily circumstanced economically; a people who must have a Reconstruction.

Although it may have piqued the pride of Southerners for him to have said so, the President was correct beyond any doubt when he said we were Economic Problem Number 1. He merely dramatized that vast collection of statistical material which may be found in the files of the Census Bureau.

It is somewhat of an anomaly to talk in terms of Reconstruction of a ter-

* An address delivered before the Forty-third Annual Meeting of the Southern Association of Colleges and Secondary Schools, Memphis, Tennessee, March 30, 1939. This address was also published in *The Peabody Reflector and Alumni News*, May, 1939, pp. 164-165, and June, 1939, pp. 204-205 and 216-217.

ritory which has such vast natural resources as ours. We have learned a good deal about those resources in recent months; we know that the vast empire which stretches from Washington to El Paso is richer in climate, in diversity of topography, and types of soil than any other region of the country. Within the South's half billion acres are embraced more than half the land upon which crops can be grown without fear of frost for more than six months of the year and more than two-thirds of all the land in America which receives into its embrace an annual rainfall of at least forty inches. Here forty per cent of all the nation's forests may be found above the earth and below it; 300 minerals, from marble and diamonds to sulphur and silica, are mined.

Out of our soil come the leading cotton, tobacco, and naval stores crops of the earth; out of our rocks come one-fifth of all the coal America consumes (and only two per cent of the veins have been tapped); one-half of all the marble and a tenth of all iron ore. We supply America with 97 per cent of all the phosphates she uses; two-thirds of all the crude oil and natural gas she produces; and all but one per cent of the sulphur produced in America comes from one Southern state. The South has 27 per cent of the country's hydro-electric generating capacity and 13 per cent of all its undeveloped water power. As poor as man has made it, the South is yet rich with gifts of nature.

But we should not be truthful if we did not admit that we of the South, as trustees and beneficiaries of its natural blessings, have failed miserably in the development of the fine civilization of which the Southern states are capable.

Romantic attachment to the production of cotton and economic necessities which have been concomitant have destroyed too much of our soil, and with it too much of the tough fiber of our people.

It is significant of what has happened to our rich earth that with more than a third of the country's good farming land—although we are less than a third of the nation—the South has 61 per cent of all the land badly damaged by erosion. According to the report of the National Emergency Council's Southern Committee, upon whose facts I have drawn heavily, a tract of land as big as South Carolina has been washed away and another area the size of Oklahoma and Alabama has been as badly damaged. More than $300,000,000 worth of our top soil is being washed away every year—the harvest of improper and too intensive cultivation. One consequence is that, with one-fifth of the South's national income, we pay three-fifths of its fertilizer bill. Out of our agricultural poverty, in 1929 alone, we paid $161,000,000 in an effort to bolster up the productivity of land that has been washed out and burned out through generations.

But it is not the erosion of our soil which has been the most tragic consequence of our own folly with a one-crop system and of the nation's unwise

economic and political policy towards us as expressed in tariffs and freight rates; the most tragic consequence has been the degradation and erosion of human beings that has accompanied it.

If we would know the extent to which our own unwisdom and national policies have reduced the people of the South, let me quote you a few figures which are eloquent enough within themselves.

Although this nation was founded upon the concept of the possession of land by those who live upon it, more than half the land in the South is cultivated by tenants or share-croppers; and in some places, the percentages run above 80. More than 16 per cent of all the land in the South is in the hands of corporations that have had to foreclose mortgages and are the unwilling holders. Between 750,000 and 1,000,000 families have been displaced since the major agricultural depression began 11 years ago, and according to Dr. T. J. Woofter, more than 1,750,000 boys in the rural South have reached the age of 18 with no prospect of placement on the farms. The precious tenet of possession of the land becomes a mockery.

Although universal public education was an early concept of our founding fathers, the South has not been able to realize that concept. Her percentage of illiteracy is almost nine against two for the rest of the country; the percentage of attendance in the rural South is the lowest in the country. The rural Southeast has two per cent of the national income with which to educate 4,250,000 children; the non-farm areas of the Northeast had 42 per cent of the national income and 8,500,000 children, or a ratio of 21 to 1. Naturally, our per capita expenditure on education is the smallest in the country, because we haven't got the money. Mississippi spends $27 per child; New York spends $141.

Although Fourth of July orators tell us that the farmer is the backbone of the nation, the average Southern farmer, according to the latest available figures, has a gross income of $186 a year in comparison with an average gross of $528 for farmers elsewhere. In the South there are 1,500,000 rural families with an income of less than $200. The average income of the tenant farmer for this year's work is $73 and the average income of the share-cropper ranges from $38 to $87 a year, or from 10 cents a day up. The average net worth of farm families accepted by the Farm Security Administration for help in Alabama, Georgia, Florida, and South Carolina, was $58.19.

Although a government report of a hundred years ago said that one of the strongest characteristics of our early settlers was their desire to sit under their own vine and fig-tree, more than half the homes in the South have been called sub-standard. Moreover, what are we to say of the fact that the average tenant moves once in three years and that in this movement there is bound up an annual loss to this section of $50,000,000, not including the loss to the landlords, to the school system, etc.?

Our health records are the worst in the country, partly because expenditures for public health measures are the lowest and partly because from 60 to 68 per cent of the families of low income groups are unable to buy food for an adequate diet. Malaria claims 2,000,000 victims a year with an economic loss of half a billion dollars and a reduction of industrial output by one-third. Hookworm claims as high as 70 per cent of the population in some counties, and we have the highest incidence of venereal disease.

We stand at the bottom of the list in the attainment of almost all of those boons of civilization which were to come out of the settlement of this new continent.

I think it is perfectly natural that we have failed to attain all these things, when plain economics are taken into consideration. The average wage for the Southern laborer is $865.00 in comparison with $1,219.00 for other workers in the country. We hold only 11 per cent of the country's bank deposits although we have 28 per cent of her people. Our average deposit is $150.00 against an average of $471.00 for the rest of the country. Our insurance companies hold 2.6 per cent of all the assets of national life insurance companies. Our brokerage houses and banks participate in only .07 of the financings amounting to a million dollars or more. We pay the highest rate for credit in the United States, ranging from 4.14 per cent for prime risk in the 27 largest cities to 44 per cent for some tenant farmers. The lowest average interest rate on commercial loans is 6.5 in Virginia and the highest is 11.5 in Oklahoma. Not merely, however, have our folly and national policy been responsible for putting us upon a standard of living considerably below that of the rest of the country, but they have also largely stripped us of our capital.

Although beneath our feet lies the wealth of 300 minerals, they are largely lost to us. We receive from them chiefly the day wages of a largely exploited labor class which digs them out of the ground. Almost all of them are processed elsewhere. Where we do have factories, most of them are owned by outside interests, particularly in the Deep South. Almost all the major utilities companies which furnish us with heat and light are owned or controlled outside of the South. All our means of transportation—our major railroads, street railroads, shipping lines, and bus and truck lines—are owned outside the South.

Most of the clay that is manufactured into china in the United States comes from a strip that runs across Georgia, but I have seen enterprise after enterprise fail because of unfavorable tariffs or freight rates.

Although we have in the South almost every element that goes into the manufacture of aluminum, most of it is shipped out to be manufactured. We pipe our crude oil to refineries in the Middle West and the East. We ship our crude iron to Eastern plants to be processed because it is too costly, under present conditions, to process it in the South and ship it out. Al-

though we have all important deposits of zinc ore in the United States, our ore is shipped to the North and manufactured and shipped back to us.

I think it is symptomatic of our Southern economic conditions that, although we do have 99 per cent of the sulphur deposits of America, there are only two Southerners among the 24 men on the boards of directors of the two companies that control the output.

It is only natural that what there is of Southern industrial economy should be wholly subordinated to the national policy of the people outside who own us. I do not charge that it has been done, but I do say that in such a situation it is entirely possible for our economic masters deliberately to stunt our economic growth if it fits their national policies. I do know that although we grow all the cotton in America, it was not possible for North Carolina to get capital to buy enough machinery to pass Massachusetts in textile spindle hours until 1924. I do know that at this moment, although the pulp industry is a great and actual potential of the South, it is not possible to get from the usual sources enough capital to finance a mill to convert pulp into newsprint.

Naturally there must be some explanation for this unhealthy economic picture. There is; a definite tapestry emerges from 150 years of Southern political and economic history.

No matter why our ancestors came to America, the fundamental fact behind it was that colonization of America was encouraged by England because it fitted into her merchantile policy. She needed raw materials to manufacture; the South was particularly favored. Her colonial policy was to discourage industry; to encourage agriculture. By the time we were independent, we had embarked upon an agricultural policy. The invention of the cotton gin near the turn of the nineteenth century made cotton profitable and made us indifferent to the passage of the first tariff act in 1816, designed to protect so-called "infant industries" of the North. By 1828, however, the price of cotton had fallen and the South had begun to realize that a tariff that fixed the price of goods she bought with money from a cotton crop whose price was fluctuating, was not so good for her. But it was in that year, in 1828, when the South made her final choice of agriculture. It was in that year when she embraced with emotional fervor the slogan, "Tariff for revenue only." That slogan has persisted, and the choice that the South made in 1828 has been one strand of the noose which has been used to strangle her.

Her choice was made in the assumption that she could protect herself politically. She had furnished the country five of its first seven presidents; she had written the Declaration of Independence and much of the Constitution. Her prestige was at its zenith. What she did not know was that the very choice she was making was the one thing that would most effectively deprive her of influence henceforth. From that time until this, the South

has not been influential in the national councils; in almost 100 years two Southern born men have sat in the White House—one the successor to Lincoln, as a Republican, and one a president elected from the governorship of an Eastern state.

Without effect, the South protested her economic condition in the thirties and the forties, yet clinging to cotton and slavery. A panic in the forties which sent cotton to 5 cents a pound ruined thousands of her planters, forced sales of land and slaves all over the South, and brought the section to the realization even then that the North was in possession of the credit reserves and the capital of the Nation. Even in the decade before the Civil War, the South had been borrowing heavily from the North; even then it was apparent that a cotton economy was hazardous, speculative, and dangerous.

But the Civil War fastened the cotton system firmly upon our section. Freedom for the Negro brought as a substitute economic slavery for not only the Negro farmers but also for white farmers who are in competition with them. At the close of the Civil War, the Southern white man and the Southern Negro evolved, out of their poverty, the barter system that has come to be the share-cropper and tenant farmer economy of the South. It was a scheme that served its purpose in its day, but I say without reservation that share-cropping as it is carried on in the South has been an unmitigated curse for at least three decades. It has dragged our people, white and black, further and further into poverty and brought with poverty all her ugly handmaidens: human degeneracy, disease, illiteracy, and prejudice.

As long as people live as they do on some of the farms in the Deep South, no orator in the United States can beat his breast and say, "Thank God, we have no peasantry."

I spent six months in Central Europe and I never saw peasants live under conditions that I have seen in the South. At the cost of our capital, at the cost of our people, at the cost of the spiritual fiber of our proud native stock, we have furnished cotton to the rest of the world. But even under such a system, cotton has not been the chief export of the South; the chief export has been brains. A Georgia fact-finding committee reported recently that between 1920 and 1930 Georgia lost between 300,000 and 400,000 young men and women to other sections of the country. It had cost the state approximately a billion dollars to educate them. They left because there was no place for their brains in the cotton economy.

The South chose agriculture; the South chose cotton. The South chose to oppose any sort of tariff. Those were all her choices and they represent so much of economic misery, so much of physical suffering, so much of political lost causes to her, that she is almost psychopathic even in defense of her mistakes. She has been foolish, and she persists in her right to be foolish.

But she did not choose some of the instruments of her economic oppression which have been put upon her. Our brothers of the Northeast forged the shackles of tariff and freight discrimination which she cannot now strike from herself; which can be stricken only when the whole nation recognizes the injustice of the situation.

I would not for an instant maintain that all that has been done was done in the vicious spirit of economic oppression and repression; all I say is that the industrial East has done such a magnificent job of looking after itself in freight rates and tariff that, although it is the smallest regional area of the country, although it produces less of raw products, it turns out more than 71 per cent (in value) of all goods manufactured in the country, while the South makes 8.5 per cent. We are in effect a colonial possession of the rest of the United States. We cannot become anything but a feeder of raw products to be manufactured in the industrial East until fundamental conditions are changed.

Let me give you one or two instances of the differential in freight rates, which, I think, will illustrate better than any long narrative why the South has not made any more progress than it has in manufacturing, and why it cannot.

It is 297 miles from Nashville, Tennessee, to Indianapolis and 296 miles from Indianapolis to Kent, Ohio. It costs, however, $1.23 on the first class rate to ship 100 pounds from Nashville to Indianapolis, but only 87 cents from Indianapolis to Kent, a difference of 36 cents a hundred pounds. The following table shows other differentials:

From	*To*	*Miles*	*First Class Rate*
Chattanooga	Chicago	592	$1.70
Philadelphia	Toledo	595	1.23
			.47
Atlanta	Chicago	731	1.91
New York	Fort Wayne	734	1.38
			.53
Atlanta	Louisville	449	1.51
New York	Louisville	852	1.49
			.02

Is it any wonder that out of 33 centers in the United States classified by the census as industrial, 28 are in the Official territory? Is it any wonder that we of the South manufacture only 8.5 per cent each of what the country turns out in its factories?

The results of the tariff policy are so obvious that I shall not labor them. Our farmers, engaged in a speculative business resting largely upon exports, the amount and price of which were determined by mercurial changes in political and economic conditions, yet bought their tools, their clothes, their foods, in a protected market. I once heard, and I can believe it, because I have heard other instances almost as incongruous, that the Alabama farmer, leasing his land for iron mining, paid more for barbed wire made from his own ore than the Argentine farmer paid. But whether that story is true or not, it *is* true that we still bale our cotton with hemp brought 6,000 miles to our Southern towns. It is true that English clay comes in ballast with little or no tariff to make white bricks and china and potteries.

But the thing about the tariff that is truest of all is that whether we got five cents a pound for cotton or whether we got twenty cents, tariff schedules were not changed, except upwards. We paid the same for our goods whether our cotton brought $25 a bale or $100 a bale. Such a situation is bound to bring an economic unbalance between one section that is industrial and one that is agricultural, and to drain the blood out of one to the profit of the other.

I think we have the picture, in all that has been said and written, of a people who have been tied, by their own choice in the beginning, and by the force of economic and political circumstances since, to an agrarian economy hedged in by every artificial device that might guarantee that it would not work.

I think we have the picture of a perhaps hopelessly romantic people who had much rather deal in pleasant, fragrant fancies about their past than in the harsh and stark realities of their present; a people who become violently attached to causes and all the more attached if the causes be hopelessly lost.

I think we have the picture of a people who elect to office men who promise them escape from their ugly economic lot; a people who sing, in their backwoods churches, the music of escape, but who still have a pride that maintains that they have a right to as much pellagra, as much malaria, as much illiteracy, and as many lynchings as they please, in the name of states' rights.

It is the picture of a people who find it infinitely more stimulating intellectually to follow the purple passages of Decoration Day orators who ride with plumed Jeb Stuart or follow Lee and Jackson to Chancellorsville and beyond, than to peruse grubby statistics of your schools of social sciences.

It is in short a gallant, romantic, prideful, headstrong people capable of being through generations as stubbornly wrong about realistic things as of being gloriously loyal to War traditions. I do not decry those sentimental and romantic attachments; indeed, I share them. But I know that, since we are what we are, it is all the more difficult for our neighbors from the outside to help us.

Nor do we ask anything for this section as beggars. We ask only that a

freight rate system which makes it impossible to develop our industries beyond a certain point be equalized; we ask that a tariff structure which has drained the agricultural sections be altered so that there may be parity between agriculture and industry.

We do ask, as a matter of fairness and justice, that the nation employ some of the reserves it has drained from us to repair the ravages to the land and to the people of this section. We do ask that national wealth be used to wipe out disease and illiteracy, and used to give boys and girls in the South an equality of opportunity in health and education. We ask, in the long run, only equality of opportunity within the Union.

But, whatever the nation does for the South as a matter of justice, the people of the South must make the major contribution to the economic and cultural renaissance.

There is no medicine that will be good for our economic ills until we in the South become convinced that we are economically ill. Before anything much can be done about it, there must come to the South the recognition that her cotton market as a world market in the old sense is gone forever and that she must adjust herself to a new economy. There must come, moreover, the recognition that she does not have within herself the resources to care for the people who are being displaced in the transition.

There must come to the South the recognition that, as her cotton economy has been a failure in that it impoverished those who engaged upon it as well as those who were in any manner touched by it, so her tax structure has been a failure in that its base rested upon the land to which we have done such frightful things.

There must come to the South the solemn recognition that her civilization cannot exist upon low wages and the economic subjection of a race; that her standard of living will always be low as long as she insists upon keeping the Negro standard of living low.

There must come to the South the recognition that she will never have a real democracy and she will never have a democratic settlement of her problems as long as she denies half her population, white and black, the right of franchise through such measures as the poll tax and the white primary.

There must come to the South the recognition that she has so exhausted her physical resources that she must have outside help in rebuilding them.

In short, there must come to the South the recognition that pride is no substitute for bread, for education, for the minimum benefits of civilization, and that to obtain these we must call upon the rest of the nation not only for justice but also for help.

There is bound up in all this change of attitude mental processes that are almost revolutionary. I for one hope that one of those processes will lead us to feel that we have had, since the Civil War, a particularly ineffectual

political leadership in the South. In the national legislature, our representatives have been better known, upon the whole, for their eccentricities than for their gifts of statesmanship. In our state and local political structures, we are still able to afford hordes of county-machine parasites but very few county health officers and nurses. Certainly it is legitimate to hope that out of all our self-analysis we shall arrive at a different scale of values in picking our public men.

I have no despair about all these things. The South is in greater ferment than I have ever known it to be. The very fact that we here, and that audiences all over the South these days, are discussing our section is the highest evidence of that ferment.

The Birmingham conference, with its mistakes, yet represented something significant. Two thousand Southerners came together spontaneously to discuss Southern problems. The Southern policy committee is holding discussions all over the South. The Governors' Conference represents after all the unity of the Southern states in one cause— a unity more striking than even that of our Confederate days. The Atlanta meeting six weeks ago was remarkable in that forty Southerners paid their own expenses to spend three days with each other canvassing their regional problems.

I take as highly significant the agitation and movement within the ranks of the tenant farmers and share-croppers. However much we may dislike what is happening, we have got to face realistically the fact that it represents a revolt against an economy and a social structure in which too many of our people have been submerged.

But more significant than any of these things are the surges of science and of the mind. In his laboratory at Chapel Hill, Odum, a native Georgian, has done outstanding research to discover the essential truth of the South. Carver, the Negro, working at Tuskegee, has given to his own people and to the white people the fine fruits of his great mind, and Herty, again a Georgian, has given to the South the potential of the great newsprint industry which promises to become more important by far than the textile industry.

There is consolation, too, in consideration of our literary revival. If we are to believe, with the historians, that Kingsley, Shelley, Carlyle, Ruskin, Dickens, Henry George, Sidney Webb, and even Shaw, were the forerunners, the precursors, and even the instruments of England's renaissance before the World War, what are we then to say of a section which has produced, within the past decade, such authors as Margaret Mitchell, Jonathan Daniels, Carolyn Miller, William Faulkner, Erskine Caldwell, Roark Bradford, Stark Young, Minnie Hite Moody, Harry Lee, Andrew Lytle, Allen Tate, Carolyn Gordon, and John Donald Wade?

To me the feverish restlessness of the moment is the highest evidence that in spite of the downward economic spiral of the past three decades, the

germ of Southern culture has not died. It has had its repository in the minds of its people and in such gatherings as this, devoted as they are to the study not merely of facts, but of great traditions; and it is coming to flower in what is at the moment a form of literary protest of economic conditions. Mental revival always precedes economic revival; the South is in the first stages of an awakening that can conceivably take her civilization to heights it has never known.

When Victoria had been upon England's throne for fifty years, the English people in celebration lighted bonfires from Land's End to the Orkney Islands, so that all might see and know that the English were a united people. I believe that the South, in this day, is lighting the beacon fires that symbolize that we are again a united people—a people on the march toward the realization of that fine civilization which Grady envisioned.

He said, "We have, more especially during the last 60 years, in this country, accumulated wealth to an extent which is unparalleled in the history of the world, but we have done it with an appalling waste of human material. We have drawn upon the robust vitality of the rural areas of Great Britain, and especially of Ireland, and spent the energies recklessly in the devitalizing atmosphere of urban factories and workshops as if the supply were inexhaustible. We are now beginning to realize that we have been spending our capital, and at a disastrous rate, and it is time that we should make a real, concerted national effort to replenish it."

The Humanities: Past and Present*

By Edwin Mims
Chairman, Division of Humanities, Vanderbilt University

I was deeply moved, as you were, by the addresses of Mr. Daniels and Mr. Ethridge this morning and by Professor Webb, to whom you have just listened. My first reaction was that I had made a great mistake in not being a professor of economics, or sociology, or agriculture, or domestic science, or business administration. Upon reflection, however, I have concluded that I would rather teach English literature in a Southern university than to do anything else in all the world, and I hope to give a reason for the faith that is in me.

With a due realization of the economic plight of the South—of sharecroppers, tenant farmers, factory workers, forgotten men and women and children, or erosion and exploitation—I cannot forget that we have responsibilities to those who do not fall within these categories. We miss wisdom at times by having too large perspective as well as too small. In thinking of the South I cannot ignore the traditions of the past. I know they have been greatly overworked; but it has become quite conventional to sneer at the old-time Southern gentleman and his lady, at colonial homes, magnolia blossoms, moonlight, and mocking-birds. But does not the quite natural reaction against all this lose sight of what is suggested by the personalities of William Byrd and Thomas Jefferson, and by Charleston, the lawn of the University of Virginia, the estates along the Potomac and the James? I am thinking of Robert E. Lee reading Sir Philip Worsley's translation of the *Iliad* in beautiful Lexington; of Walter Hines Page, the most modern of the moderns, finding his first discipline and inspiration in the seminar of Gildersleeve at Johns Hopkins; of James H. Kirkland, founder and builder of this Association, whose long and useful career cannot be disassociated from his discipline in the humanities. Against all the "disciples of the newness," against all the slogans and formulas of certain educational leaders, I dare maintain that we cannot ignore the permanent values that inhere in the so-called old-fashioned curriculum, and that the College of Liberal Arts will always have a distinct place in American education.

I need not repeat what is known by all of you, that the drift in colleges and universities has been toward the natural sciences and the social sciences, and away from the humanities. An extremely pessimistic address by Professor Louis Wright of the Huntington Library in California contains a strong statement of the defeatist attitude of many at the present time:

* An address delivered before the Forty-third Annual Meeting of the Southern Association of Colleges and Secondary Schools, Memphis, Tennessee, March 30, 1939.

> That the humanities—which I take to mean literature, philosophy, and history—are being driven out of modern education we all know. English literature, once considered essential in secondary education, is packing up its baggage, ready for flight. History is in a precarious position. Sometimes now the two are lumped together with varied oddments of information and offered to unsuspecting youth as a course in "social studies." Greek is as unknown as a Bantu dialect. In most curricula Latin has followed Greek into oblivion. Philosophy, except for a superficial acquaintance with modern ideologies implicit in social study, is of course unknown. In place of the humanities strange altars have been erected in our schools, while our professional educators religiously bow thrice daily to their particular Mecca in the East whence comes inspiration if not learning.

Even if we discount this wholesale generalization, we are forced to believe that there is a real crisis in education in this country. As one who believes in the natural sciences, in the scientific method and techniques, and in the social sciences and their emphasis on the understanding of the social order and the contemporary world, I maintain that from the standpoint of the total man the more science that we have, the more social sciences we have, the more we need the humanities to supplement and complement certain tendencies that may be over-emphasized.

An ancient prophet asked in his despair, "Watchman, what of the night?" If he were alive today, would he have in mind the nightmare of a world catastrophe, "the whole round earth rolling in darkness,"—or the condition of education in the United States, where the humanities seem lost in comparison with the natural sciences and social sciences? An English essayist wrote not long ago of "the last priest carrying a dying taper in the temple of a vanishing religion." Did he have in mind a teacher in a school of religion, or a humanist teaching in a modern college or university? Is the latest version of fighting against the stars in their courses an individualist fighting against the overwhelming tide of collectivism, or a teacher of the ancient or modern classics fighting against utilitarianism or materialism or vocational training?

I take for granted that you see the point of these rather pessimistic phrases and questions. We who believe in the humanities have a fight ahead of us —I hope not a losing fight. The answer to the prophet's question was, "The dawn cometh." The last priest carrying a dying taper has sometimes led the way to a new order, and many who have fought against the stars have brought the cosmic order around. A university, such as Oxford, may be the home of lost causes and forsaken beliefs, but let it never become the home of the Philistines.

Some of us have very vivid pictures of the trend or drift that I have indicated. Gildersleeve at the end of the Civil War challenged the South to maintain its tradition of classical standards in education, but the South has followed all other sections in abandoning these standards. One of my pro-

fessors of Greek left a Southern university, where Greek was still one of the stable requirements for a Bachelor of Arts degree, and went to a mid-western university only to find that he had no chance; his last years were nothing less than tragic. The most brilliant young classicist I have ever known, a man who could chant Homer and Vergil like the old bards, was forced to give up the ambition of his life and to go to a medical school. If we abandon the cause of the classics, what shall we say of French and German students who are really not studying literature in any true sense of that word, but only the languages as the basis of research work. The same is often true of English, which is often considered merely a tool subject.

The natural sciences of a half-century ago were fighting for a place in the sun. Huxley was bombarding the ancient seats of learning, and Herbert Spencer, who took all knowledge to be his province, claimed for science the supremacy in education. The scientific method has invaded every field of knowledge, even literature and religion. The applied sciences have effected our ideals and substituted practical values for spiritual. Even more noticeable is the recent development of the social sciences. With the zeal of crusaders teachers of economics, sociology, psychology, and education are telling us that the only study worth attention is that of the new social order; that, more specifically, the only English literature one needs to know is contained in newspapers, magazines, and best sellers; all other books are merely antiques.

Now it is easy for one to rail against the times. I should say that the wise course is to recognize the full value of all that has happened in modern life and education. One of the mistakes of men like Paul Elmer More and Irving Babbitt, those doughty champions of humanism, is to claim that nothing that has been done in the past fifty years or more has any value. They seem sometimes like beautiful and ineffectual angels beating their wings in the void. If on the one hand we claim that the year 1859 or 1914 was not the Year One, let us also see that the arm of the Lord has been revealed in this generation. We do not wish to live in a tower of ivory or in an earthly paradise, out of space, out of time.

Furthermore, we ought to know that the teachers of literature must share some of the blame for the situation. How were, and are, the classics often taught? Read Gildersleeve and Shorey and Gilbert Murray on Greek culture and literature, and then visit the classrooms in which the classics are taught—we do not get much of the glory that was Greece, but rather Greek syntax and other technical problems. Likewise read Babbitt, who was master of so many literatures and cultures, and see the immense difference between him and the average teacher of modern literature. Some of us who can remember the first triumphs of those who advocated the study of English literature have been disillusioned as we have seen the meager results—men and women who never had a love of literature trying to impart some-

thing of which they know nothing, men who have never been reborn into the kingdom of the spirit of aesthetic values. How can they give kindling who have no fire within, but are rather burnt out to a dead grammatical cinder? Too often instead of "thought kindling itself at the fire of living thought," the hungry sheep look up and are not fed. Too few students of the humanities can repeat with real meaning Keats' inspired sonnet on "Chapman's Homer." Don't misunderstand me—I do not favor any let-up in the hard work, the discipline if you please, that is necessary for the comprehension of a great literature, but it is always a means to an end, and now and then the glory of the sum of things should flash on the minds of teachers and students.

In a word, those who teach literature should approximate the ideal that is implied in liberal education. But we must go further. We must vitalize our teaching. We must make literature seem contemporary in its values. Gildersleeve found his parallel between the Peloponnesian War and the Civil War as he went from his study at the University to the battlefields of Virginia. Justice Holmes, the most liberal of modern judges, the one most aware of changing conditions, turned from contemporary treatises on sociology and economics to read Plato's *Republic*. Gilbert Murray is at once the foremost interpreter of the Greek drama and a leader of public opinion in England. Literature is timeless, but the teacher has to resort to every expedient to make it seem as live today as when it was written.

We should expand our courses in literature to include contemporary literature. Students need guidance. Without going as far as some have gone, and keeping always in mind the perspective that comes from a wide survey of literature, we may find in contemporary poets, novelists, and dramatists much that is of value from the standpoint of the highest art.

We should also attempt to develop creative writing as an essential feature of our literature courses. Professor Koch, of the University of North Carolina, has led the way into what must be more and more the work of pioneers and adventurers. The great successes of *Richard II*, *Macbeth*, *The Barretts of Wimpole Street*, *The Doll's House*, and the always popular reproduction of Greek plays in our colleges, all suggest the possibility of making the drama a more and more important element in community and national life. Such movies as *Romeo and Juliet*, *Midsummer Night's Dream*, and *David Copperfield* suggest that much is yet to be done in the way of utilizing this new agency of literary appreciation. I am satisfied, too, that the use of films and pictures of all kinds as a means of illustrating both literary history and background may be of great service to teachers of literature, and there is still the wide-open field of the radio.

Have we not the right to insist that fundamental courses in English literature are the basis of any kind of education? Only thus can we come into our intellectual and spiritual heritage. The study of Homer was the

basis—almost the sole basis—of Greek education. The same may be said of every other great people. If we insist on modern or contemporary life and thought as essential in education, what shall we say of the efforts now being directed to the study of American culture and civilization at Harvard and Yale? A committee has recently been appointed by the American Council of Learned Societies to make a report on this subject. The members of the Committee, of which I happen to be the chairman, feel that by the proper integration of courses in American history, literature, and allied subjects much may be done to humanize and vitalize these studies, and that at the same time forms of regional culture, such as folk music and drama, may be promoted.

In such ways as I have briefly suggested, we may do much to regain the position we seem to have lost. After all our talk about democracy, we can never get along without an aristocracy, or, if you do not like the word, a saving remnant. While in entire sympathy with the idea of training all the people—even the adults—we must provide for the liberal education of leaders; we shall insist on quality rather than quantity and never surrender our sense of values. Even in the matter of the ancient classics we shall strive to give opportunity to those few choice souls who may still find both discipline and culture in such studies; at least through translations we may do much to preserve the heritage that comes to us from Greece and Rome. We may develop a spirit such as exists at Oxford; there it is still "the thing to do" to take the course in "Greats" because of its historical significance.

Even in professional and highly technical schools there is now a decided drift toward the incorporation in the curricula of courses in history, literature, and philosophy. President Tigert in a recent paper quotes from a survey of Engineering Education these words: "If the college graduate is displacing the self-made man in industry, the man with the broadest culture has the advantage over one less equipped. Because I feel so strongly on this subject, I take the stand that at some sacrifice of scientific training, engineering students should acquire a taste for the cultural subjects during these four years."

To the same effect spoke President Dodds of Princeton in a recent address at Vanderbilt:

> There is another side to liberal arts experience that is often talked about but too little understood. It is the subjective, personal enjoyment which one should gain from an education as broader horizons of interest appear. The tragedy, reported by physicians and preachers alike, is the number of people, irrespective of material success, who come to dead center in middle life. A great psychologist declares that the feeling of being "stuck" is the general neurosis of today. The opportunity to build up inner resources of the spirit to prevent such a catastrophe is the greatest personal gain that education can confer. An educated man should get more fun out of life because of his access to the wide empire of the mind which is his to possess.

> Not a turbulent empire of restless factions, but a quiet, peaceful fatherland to which he can turn as a recuperative release from a world of affairs and routine which tends to become oppressive and sterile.

These two utterances, one on the relation of the humanities to professional and vocational training and the other a plea for the ideals of liberal arts training, are typical of perhaps the most recent trend in American education. We in the South have been too prone to follow too quickly certain popular fads and theories. We have been too easily influenced by educational propagandists, forgetting that we have the advantage, by reason of our belatedness, to profit by the mistakes of other regions. Already the reaction has set in against some of the extremes to which progressives and radicals have gone. Let us pause before we repeat their blunders.

I should like to use, in this plea for the humanities, not the utterances of literary men or scholars in the field of the humanities, but the points of view of men who have been leaders in establishing the newer subjects in our curricula. For instance, all would agree that Huxley was the foremost leader in the popularization of scientific knowledge and in the establishment of the natural sciences in our educational program, but where will you find a stronger statement of the need for the study of English literature, and indeed of other modern literatures, than in his essay on "Science and Culture?" One of our very best institutions for the training of engineers, chemists, and physicists is the California Institute of Technology; and yet the men who have been most responsible for its success—Millikin, Noyes, and Hale—are all men of wide culture, who saw the necessity of requiring the humane studies in all four years of the curriculum. The Hall of the Humanities is one of the central buildings on the campus. Furthermore, an increasing number of business executives in all parts of the country are insisting that they prefer men who have been trained in liberal arts colleges rather than in strictly technical schools.

Nobody has better stated the limitations of the social sciences and the point to which I am now addressing my attention than Charles A. Beard, who wrote the *Charter of Social Sciences*, which is the very best statement of the need for such studies. In his recently published *The Open Door at Home* the first two chapters summarize the breakdown of systematic economics, or mechanistic economics. He adds that sociology is "sicklied o'er with the pale cast of doubt, and is on its way into the muniment room of huge works which attempt to explain man, society, and social development—and failed, of necessity, owing to the very nature of things and the limitations of the human mind"; all scientific procedure is inclined "to rule out intangibles, imponderables, and immeasurables." He thus lays the basis for increasing attention to all scientific study and especially to the study of social problems for ethical and aesthetic values. I do not believe a more impor-

tant passage on education has been written than his conclusion of the whole matter:

> Deprived of the certainty which it was once believed science would ultimately deliver, and of the very hope that it can in the nature of things disclose certainty, human beings must now concede their own fallibility and accept the world as a place of trial and error, where only those who dare to assume ethical and aesthetic responsibility, and to exercise intuitive judgment, while seeking the widest possible command of realistic knowledge, can hope to divine the future and mould in some measure the shape of things to come. . . . This conception of the world in contemporary thought brings into a central place of consideration ethics and aesthetics, once discarded, or at least neglected by science and empiricism. No longer can they be regarded as irrelevant or incidental. . . . At its very center is *knowledge* of good and beautiful things, and conduct which has been brought to realization, if only here and there and in fragmentary form; around this knowledge the imagination of the artist and ethical thinker creates new goods and beauties which effort can bring into being.

Much is rightly made by educational leaders of the necessity for the teaching of political science, or government, or civics. Woodrow Wilson once wrote an essay on "Mere Literature" in which he pleads for the study of English literature as an essential in all education:

> "It opens our hearts," he concludes, "to receive the experiences of great men and the conceptions of great races. It airs our souls in the wide atmosphere of contemplation. If this free people to which we belong is to keep its fine spirit, its perfect temper amidst affairs, its high courage in the face of difficulties, its wise temperateness and wide-eyed hope, it must continue to drink deep and often from the old wells of English undefiled, quaff the keen tonic of its best ideals, keep its blood warm with the great utterances of exalted purpose and pure principles of which its matchless literature is full. The great spirits of the past must command us to the tasks of the future."

I might cite many other illustrations. It is not the big men in any field we have to fear, for they keep their balance while smaller men go from one extreme to the other. Shall we insist on teaching psychology, and forget William James, who found in the literature of the world materials for his study of the human mind? Are we, in the training of lawyers, to forget Justice Cardozo's *Law and Literature* or the old Virginia lawyers who combined Blackstone and Shakespeare? Do we forget that Sir William Osler, who was the greatest physician in the English-speaking world and who influenced medical education more than any other man of his generation, spent the last half hour of every day reading in his beloved classics, and wrote essays that in their charm and literary allusions rank with the best of our time? Shall we teach history and forget John Richard Green, who found that English literature is the very soul of the life and thought of the English

people, or, to name only one of our historians, Frederick J. Turner, who told a seminar in American history not to come back until they had read Lowell's *Bigelow Papers?* Would not many a course in economics and sociology be vitalized if students knew Ruskin and Carlyle, modern novelists and dramatists, or poems like *The Man with a Hoe?* Do those who give courses in business administration ever stop to think that great business leaders like Carnegie, Morgan, Owen D. Young, and many others have found in literature joy and inspiration, or that the right use of leisure may fit a man to meet any emergency that may arise in the so-called practical affairs of life?

Heartened by such examples outside our own ranks, let us who believe in the humanities have something of the spirit of the crusaders. It will multiply our fighting strength. Nations rise and fall, our little systems have their day, but there are values that are eternal. The art of thinking, the imagination, the sense of beauty, the consciousness of the mystery of the world and man—these must constantly be in our minds as we think of education. The greater the difficulty, the greater will be our reward. Amid the general confusion as to political and social problems there is one thing of which we can be sure, that men need internal resources that will enable them to meet any emergencies. We can stand Pilgrim's hard journey if we can live even for a while in the House of the Interpreter, and in the Palace Beautiful, or climb the Delectable Mountains. Watchmen, what of the night? "The dawn cometh."

Making Teaching a Profession in the South*

By H. L. Donovan
President, Eastern Kentucky State Teachers College

All day we have been considering the economic, political, and cultural problems of the South. Many constructive suggestions have been made looking toward the building of a better social order in our region. Much thought has been given to how the universities, colleges, and schools can contribute their share in building a better world in our midst. It is agreed that educational institutions and agencies have a definite obligation in the upgrading of society. Tonight I submit the thesis that each classroom will be an agency of social action to the degree that the teacher is an intelligent, energetic, well-educated, and socially-minded individual. "As is the teacher, so is the school" is an adage coined by Charles Brooks, Massachusetts theologian and educational prophet. But the deeper significance of this fundamental truth seems never to have been given its universal application. A corollary of this adage is: As is the school, so will be the community, the state, the region, and ultimately the Nation. If the intellectual level of the average citizen of any state or region is to be raised, this development will depend largely upon placing in each schoolroom of that area a teacher of culture, scholarship, and teaching ability so that he may pass on to the children our racial heritage. Good teaching will raise the cultural level of the average citizen of our region; poor teaching will keep our people in ignorance. The intellectual level of the great common people can never rise above the level of the teachers of their children. When this fact is fully comprehended, we may reasonably expect great changes in the personnel of the teachers of the South.

A profession has been defined as "an occupation which one has chosen because of special fitness or predisposition for it, with the principal motive of service to society." Herbert Spencer once wrote: "The spirit of the professions as a whole has always remained the same, service to the community in order to augment life."

By these standards, is teaching in the South a profession? When compounded of the better qualities of mind and heart, it may be so classed, but not when it is practiced on the level of "school-keeping." Any careful scrutiny of the schools will reveal that there are many teachers today who meet the standards of a profession, but there are also many hired-men and hired-women "keeping school."

---

* The President's Annual Address delivered before the Banquet Meeting of the Forty-third Annual Meeting of the Southern Association of Colleges and Secondary Schools, March 30, 1939, Memphis, Tennessee.

Teaching has been slow in our region to achieve a professional status. In the first place, we shall have to admit that our forefathers had a very low estimate of the desirable qualifications of a teacher. Teaching in the nation had an humble and lowly beginning. The South's best educational historian, Edgar W. Knight, says: "One does not have to exercise any freedom that belongs to the story-teller to furnish a rather faithful account or picture of American schoolteachers. The records themselves tell the story. Although he has greatly improved and is becoming more and more reputable, the American schoolteacher as a type has a shady past. He has not always been an inspiring figure or even a person of good repute. . . . Often he was ignorant, sometimes almost illiterate, and knew little more than his pupils, if any more. . . . He was shiftless, migratory and itinerant, poorly paid and as poorly esteemed by the public, and lacked in professional standards largely because no such standards had been established. . . . He was always poor in this world's goods, and his nominal wages were often paid in part by the practice of 'boarding around.' . . . Ichabod Crane, the timorous Yankee who was chased at night by his Dutch rival in love masquerading as a headless horseman and frightening Ichabod out of his job and away from the neighborhood, is not altogether a fiction of literature. As a type of the early American teacher, he is probably not an exaggeration."

In pre-Revolutionary days, schoolmasters were often indentured servants. When a ship arrived at the port, teachers were sold as were weavers, tailors, and other laborers. It was not an uncommon practice for several families to pool their interests and go down to the ship and buy a schoolmaster. He could usually be obtained at a bargain. The public got the kind of teacher it bargained for then, and it gets the kind of teacher it wants now.

If we hope to make teaching a profession in the South, what should be the distinguishing characteristics of those admitted to it?

First, is it too much to expect of those who teach that they should be selected because of special fitness and a predisposition for teaching?

Second, should we require the teacher to bear the marks of an educated person?

Third, is it reasonable to demand that the teacher possess skill in the technique of teaching?

Fourth, should those who enter teaching do so with the expectation of making it a life's career?

Fifth, is it fair to expect those who teach to continue in-service training so that they may be able to understand and appreciate the changing needs of society and the schools?

Sixth, should teachers belong to their local, state, and national professional organizations?

Permit me to discuss very briefly each of these questions.

Selection

The trustees of Franklin's Academy stated that one of the aims of that institution was "That a number of the poorer Sort will be hereby qualified to act as Schoolmasters in the Country, to teach Children Reading, Writing, Arithmetic, and the Grammar of their Mother Tongue, and being of good morals and known character, may be recommended from the Academy to Country Schools for that purpose." This objective, though set forth in 1751, has, to a certain degree, continued to prevail down to the present time. Many of the "poorer sort" in teachers colleges, liberal arts colleges, and universities still turn to teaching. This practice will continue until the profession itself fixes standards of admission to teaching and until the public approves of the program of selective admission to teachers colleges and other institutions educating teachers.

Persons of low mental ability are incapable of becoming teachers. Individuals who are so unfortunate as to have physical disabilities will find these a handicap to teaching as a profession. Those with manifest weakness of character should be barred from becoming teachers. Institutions engaged in the education of teachers and state departments of education authorized to issue certificates have a moral obligation to protect children from persons so weakened.

Recent research indicates that: "Significant differences exist among certain professional goal groups . . . with respect to the level at which they achieve and the specific direction of their abilities. So far as general scholastic competence or the ability to handle the abstract and the symbolic is concerned, a definite hierarchy appears. The prospective college teacher holds first place, indicating that those most attracted by careers in higher education are those who were outstandingly successful in academic tests. Journalists and lawyers also rank significantly above the average; individuals looking forward to engineering and medicine hold next position. Of distinctly mediocre accomplishment are young people anticipating secondary school teaching, those contemplating careers in social work and government service, and those who have not yet reached a decision."

Every study of the comparative intelligence of students entering the various professions reveals the same relative ranking of prospective teachers. This is both disturbing and alarming. With society becoming more complicated each year and with democracy being challenged by forces from within and without, it is incumbent that our schools be manned by teachers who are alert, wise, and intelligent. This is no time for the blind to lead the blind.

Up to this time, no systematic effort has been made in the South to select candidates for teaching. One institution may fail a mediocre student only to discover that the same student later graduates with honors at another college. Any persistent person may eventually accumulate sufficient credits

to break down the resistence of his professors and to secure a certificate to teach, regardless of his intelligence or strength of character.

There is no doubt that one of our unsolved educational problems in the South is the recruiting of an intelligent and attractive group of young people for preparation for the profession of teaching.

Liberal Education

The teacher should bear the marks of an educated person. His activities are essentially intellectual in character. It is the teacher who is specifically charged with the responsibility of transmitting our racial heritage to the younger generation. To discharge this duty requires the teacher to have a broad and comprehensive knowledge of our culture. A measure of scholarship is required of all teachers, of all levels. Certainly teachers of the elementary schools are as much in need of the liberalizing power of education as the teachers of the secondary schools and colleges.

The scope of and demand for general education today is much greater than ever before. The modern school expects teachers to be educated in the "creative, expressive activities" of society. Music is quite as important as arithmetic in any good school. Art is no longer a fad. The teacher of our times is expected to comprehend something of the beauty of the sunset, the loveliness of nature, and the stateliness of good architecture. Some knowledge of music, art, dramatics, literature, health education, industrial arts, home economics, and other forms of the creative arts is regarded as essential equipment of every good teacher everywhere. Nor is this all that is expected of the modern schoolmaster. A working knowledge of government, politics, economics, sociology, and social psychology is essential preparation for the teacher of today's children.

One more area of general education must be explored by the teacher. We live in a scientific age. Science is increasingly important in our lives. The outlines of the physical and biological sciences represent the minimum essentials for every teacher. No teacher can claim to be educated who does not respect and tend to use the scientific method of approach to the solution of our problems.

In the education of teachers today, greater emphasis is being placed on the virtues of politeness, courtesy, urbanity, gentleness of manner, the social graces, and the refinements of life. The young teacher should go forth from his college today as familiar with good manners as he is with the prevailing mode of educational philosophy. Teaching is no profession for one who does not love children, books, and beauty.

Are the teachers of our public schools in the South today liberally educated? A recent survey of the quantity of education of the teachers of this region (North Carolina omitted) shows that there are in the ten states of our Association approximately 181,500 teachers. Of this number, 84,129

are college graduates, and 4,823 have not finished high school. Sixteen thousand four hundred and forty-nine have less than two years of college education. Forty-six per cent, then, have graduated from college. This is certainly not a bad showing in view of the meager salaries paid Southern teachers. It presents a picture more hopeful than depressing.

Professional Preparation

Liberal education is essential for teaching, but it is not enough. A high quality of teaching skill is probably one of the most difficult arts to attain in the whole range of human experience. It has been difficult to lead the American public to understand and appreciate that the technical preparation of a teacher is quite as difficult to obtain and just as essential as the technical preparation of the doctor and the lawyer. There is much evidence that this fact is beginning to dawn on the general public, and teachers personally and professionally educated are now in demand in our better school systems.

The laboratories of the great universities and teachers colleges and the experimental schools of the nation have developed a well-organized body of specialized knowledge regarding teaching. This knowledge is scientific in character. It is the technical information with which every successful teacher must be familiar. This knowledge is being extended slowly but somewhat surely and teachers find it quite a challenge to keep pace with the new developments in the field of education.

A constructive philosophy of education is an essential attribute of the successful teacher. This is not attained until the teacher has had the opportunity to become acquainted with the works and beliefs of such educational prophets as Erasmus, Rousseau, Pestalozzi, Froebel, Herbart, Horace Mann, the McMurrays, William James, and John Dewey. Only after an intimate contact with the classical literature of education can a meaningful philosophy come to the teacher.

But even a broad general education, a knowledge of the scientific literature on education, and a philosophy of education will prove inadequate preparation for teaching. All of these must fuse into a practical skill in the technique of teaching. The primary skills in teaching are usually acquired in the laboratory school very much as the young doctor acquires skill in the practice of medicine during his internship in a hospital. Prospective teachers should spend much time observing, analyzing, and participating in teaching under the wise guidance of critic teachers who will assist them in perfecting the essential skills which are the major professional assets of every good teacher.

Permanency

Teaching has had great difficulty in attaining a professional status because so many people have used it merely tentatively. In earlier decades,

nearly every lawyer and doctor in some parts of the country began his career first as a teacher. Irreparable loss to teaching resulted as these highly intelligent young men abandoned the schoolroom for law or medicine. Matrimony has worked, and will continue to work, its havoc on the profession. Thousands of intelligent, attractive young women teach only until romance writes *finis* to their teaching careers. Often it is the fittest who so leaves the classroom. This constant draining of the most promising material has handicapped teaching in its progress toward a professional status. This drain by the other professions and by matrimony has tended to keep teaching in the hands of a young and immature group of people. Tens of thousands of America's schoolteachers are always too young to vote. A profession that is called upon to accept immaturity in such quantities cannot develop very rapidly.

The solution to the problem is gradually being evolved. The professional preparation required today by most school systems is so high that the young man who expects later to study law or medicine or any other vocation is discouraged because he cannot afford to prepare for two professions before entering the one in which he ultimately intends to make his career. Matrimony is no longer a bar to teaching. Our public schools are rapidly permitting young women who marry to continue their work in the schools. This policy will certainly strengthen the profession.

Probably not over half of those who enter teaching expect to make it a life career. But there are further reasons for this transiency on the part of teachers which has tended to keep teaching below a professional status. And again, to a material degree, the public is responsible for this condition. Permanency in position is seldom assured even the best teachers. From the standpoint of the individual, teaching is an unsafe activity. The security of the teacher depends on the whims of the local community. This fact, coupled with low salaries for teachers, has been the greatest handicap to the professionalization of teaching.

When teaching becomes the life career for all those who enter it as a vocation, it is then rapidly approaching the dignified status of a profession. Not until then will there be any great advancement in its relative standing among the professions.

In-Service Education

No profession can remain static and survive. Life is constantly changing. Education is growth. The teacher who does not grow intellectually and professionally is outmoded in a few years.

There are many ways in which this growth may take place in the teacher. One of the best ways is through continuous reading and study. Unfortunately, studies of the literature which teachers read reveal that many do not read extensively and that the character of the materials they read does not greatly supplement their education. Travel is another means of strength-

ening one's education and culture. Just how extensively the American teacher travels is unknown. Boards of education and school superintendents can well afford to encourage their teachers to travel at home and abroad. After any interesting trip to new places the teacher returns to the school with a new interest and enthusiasm.

No other profession, however, can boast of as much in-service training as teaching when an account is taken of the enrollment in summer schools and extension classes after school hours. Many thousands of American schoolteachers study each summer in the colleges and universities of the nation. The large number of teachers that annually attend our summer schools is one of the most encouraging developments in making of teaching a profession that has occurred in the history of our public schools. Teaching constantly demands a fresh intellectual outlook. Those who teach effectively must constantly be discovering new materials for the classroom and new enthusiasm for their work. This new intellectual energy can be acquired in the summer school, where the opportunity for study and recreation can usually be found.

Professional Organizations

One of the marks of a profession is its organizations for the purpose of setting up the ethical standards and practices for the profession. Teachers have their professional organizations, local, state, and national. Approximately 200,000 of the 1,000,000 teachers in the United States belong to the National Education Association. In the region served by our Southern Association, there are 196,574 teachers in the public schools. Of this number only 20,913, or 10.6 per cent, hold membership. This is evidence of a lack of professional interest. The other great professions have powerful national organizations which exert a tremendous influence on their members and on national policies as they relate to their profession. If all teachers of the South were members of our national professional organization, we could speak with some authority. Our voice would be heard and heeded in the national Capitol. If the 200,000 teachers of the South were united in a professional organization, Southern congressmen would be much more sensitive to our request for federal aid to equalize educational opportunities in our region.

Out of these organizations will come codes of ethics which the profession itself will apply to its members. Improvement in any profession must come from within the profession. Teaching in the South will be better only as the professon itself demands a higher quality of service. The history of the Southern Association is the best evidence we have of the truth of this assertion. Schools and colleges in the South have improved over a period of more than forty years as a result of the work of this Association.

In any consideration of the improvement of the standard of life in the South, the teacher cannot be overlooked. The school is an instrument of

social progress in our region. Its influence can be negative or positive, depending in a very large measure on the quality of the teacher in the classroom. Practically all the colleges and universities of our region are educating teachers. These institutions must be as interested in the proper education of teachers as they are in the preparation of engineers, doctors, lawyers, and businessmen.

Teaching will become a great profession when those who engage in it believe in its nobility. George Herbert Palmer in his great essay, *The Ideal Teacher*, says: "Teaching as a trade is a poor and disappointing business. When, however, it is entered as a profession, as a serious and difficult fine art, there are few employments more satisfying. Harvard College pays me for doing what I would gladly pay it for allowing me to do." When a sentiment akin to this pervades the hearts of those who teach, then teaching has become a noble profession.

The proper education of teachers is the number one educational problem of the South. When we have in every classroom a well-selected, intelligent teacher, with a liberal education, possessing skill in the technique of teaching, who enters the profession with a view of making it a life career and continues to prepare for his work, who manifests a professional zeal and a missionary spirit for service to the school—then solutions to many of the other problems that perplex us today will in due time be found.

Report Submitted to the Southern Association of Colleges and Secondary Schools*

By William E. McVey
Superintendent, Thornton Township High School and Junior College, Fraternal Delegate from the North Central Association of Colleges and Secondary Schools

It is my privilege and great pleasure to bring to you greetings from the North Central Association. The very fine and cordial relationships which have existed for many years between these two splendid organizations have been a source of great satisfaction. The very courteous treatment which has been accorded me during my stay with you and the many little attentions which you have shown me have made my visit most pleasant and speak volumes for that hospitality for which you have always been noted. I shall carry back with me a very warm feeling for you and a most sympathetic understanding of the problems which you face and which you are attempting to solve in such an intelligent fashion.

Our Association, as many of you know, is holding its annual meeting during the current week and the members are laboring back home over many of the same problems which you are considering here. In fact, I have been impressed—while attending your meetings—with the similarity of organization to that of the North Central Association and your type of procedure which is so nearly like our own.

I have been impressed also with the serious-like manner in which you have endeavored to put into practice the findings and techniques given us by the Committee on Coöperative Study of Secondary School Standards. I feel that in this instance you have made headway much faster than the North Central Association. At our meeting a year ago, a Committee of Nine was appointed by our Association to study this subject and make recommendations regarding procedures for carrying into effect all or any part of the program which has been advanced by the Coöperative Study Committee. At the same time, all special committees of the Secondary School Commission resigned in order that the new Committee of Nine might proceed unhampered in the revision of standards for accrediting and in the organization of types of procedure which would enable us to carry into effect any plans which the committee after careful consideration might deem advisable. It was understood, of course, that before any permanent changes could be made, our committee should report back to the commission for approval or disapproval as the case might be.

* An Address delivered before the Forty-third Annual Meeting of the Southern Association of Colleges and Secondary Schools, March 31, 1939.

Our committee held three main meetings during the year 1938: the first in Chicago during the month of May; a second in Laramie, Wyoming, in July; and a third meeting in Kansas City in December. As an outgrowth of our July meeting, it was decided to recommend that each state require all new schools applying for admission at this time to fill out as a minimum the Gamma Scale, and that when practicable 10 per cent of the old schools be encouraged to enter into the same program. Our recommendations have met with only partial success. Some of the states of the North Central territory have hundreds of high schools belonging to the Association and some of the state chairmen have told us that such a program would swamp their limited staffs with more work than they could possibly undertake to perform. It is my understanding, however, that all states are coöperating in the program and endeavoring to gain a better understanding of the findings of the Coöperative Study, and to make direct use of the evaluative criteria in a limited manner. Some of the states, especially Michigan, Indiana, Oklahoma, and Arkansas, have made commendable progress. In Oklahoma, three regional conferences were called to which principals were invited for the purpose of receiving instructions in techniques to be followed, after which the group was sent out to evaluate certain high schools. Similar procedures have been followed in other states, notably in Arkansas.

The Committee of Nine has been of the opinion that a certain period of time should be devoted to the development of an intelligent understanding of the evaluative criteria of the coöperative study in the North Central territory and that we might defeat our ultimate purposes by forcing situations and attempting to make progress too rapid. Whether we have been right or wrong in this position I am not able to say, but those conclusions were reached after careful consideration, and they appear to meet with favor among the members of our Association.

We are all convinced of the many merits of the plan advanced by the Coöperative Study Committee. Their methods of evaluation are far in advance of anything we have seen heretofore. I must confess, however, that the labor involved in putting the program into effect has been a stumbling block with us which we have not succeeded in overcoming as yet. The material published by the Coöperative Study has been of much interest to teachers. It is undoubtedly of great assistance to the principal in his program of supervision. Our important task, as the Committee of Nine sees it, is to make it workable as a part of our standard procedures for the evaluating and the accrediting of secondary schools.

I must not forget, however, that it is a part of my job as fraternal delegate to report for the work of the Association as a whole and that I should not confine my remarks to the program of the Secondary School Commission of which I happen to be a member. I should like to use the remaining

minutes allotted to me to acquaint you with the work of the other commissions.

The North Central Association is organized along lines very similar to those of your association. We have a Commission on Institutions of Higher Education which is constantly carrying forward projects and studies related to education on the higher level. In the January, 1939, number of the *North Central Association Quarterly*, there is a lengthy report summarizing a study made of the faculties of all member institutions. The April and July numbers of the *Quarterly* will contain a report of a study of student personnel services in all institutions that are members of the Association. This year the study centers around curriculum and instruction. The general method of procedure is to secure reports from all institutions in the Association and to supplement these reports by visits to a limited number of institutions by the examiners who work in coöperation with the office of the secretary of the commission.

Certain special studies are also made from time to time. This year Dr. Oberteuffer of Ohio State University is making a study of the professional curriculums for physical education. He is presenting a summary of hi report at the annual meeting being held this week.

The Commission on Curricula of the North Central Association does all of its work through committees. At the present time, there are four distinct committees.

A committee on functional education has been carrying on an experiment in health education under the supervision of Miss Lynda Webber of Wisconsin. This experiment has been carried on in twelve high schools. A second committee has been attempting to develop certain units of non-college preparatory material which may be taught in high schools. Such units as taxation and civil service are being covered by this committee.

A third committee is one on trends in curriculum. At present this committee is spending virtually all of its efforts on the present status of extra-curricular activities, particularly of inter-scholastic nature. Indications are that there will be a considerably more extensive study in that field next year. A fourth committee deals with teacher preparation. These committees represent the work of the Commission on curricula at the present time.

I have tried in these few minutes to bring to you a resume of the programs being carried on by the various commissions of our Association. I am to be followed by Dr. Grizzell, of the University of Pennsylvania, acting in the capacity of fraternal delegate from the Middle States Association. When Dr. Grizzell and I were of the "teen" age, we were classmates for a time in college and very close friends. We spent much of our leisure time together. Later our paths separated completely when I accepted a position in educational work in the Orient. After my return to the United States, although

we have been located in different sections of the country, it has been our privilege to meet rather frequently. So in addition to the many delightful experiences you have furnished me this week, I have had the added pleasure of associating with my pal of boyhood days, Dr. Grizzell. I shall leave you with most happy memories of our associations together and shall cherish very deeply the new friendships which it will be my good fortune to enjoy henceforth.

The Southern Association Is in Session*

By A. B. Butts
Chancellor, University of Mississippi

The forty-third annual meeting of the Southern Association of Colleges and Secondary Schools is in session in the City of Memphis. The various commissions and committees of the Association will hold their meetings throughout Monday, Tuesday, and Wednesday. The general meetings of the Association will be held on Thursday and Friday, March 30 and 31.

The Southern Association had its origin in a significant meeting which was held in Atlanta, Georgia, on November 6, 1895. The records indicate that although Vanderbilt University did not officially issue the call for this meeting, that call was signed by Chancellor J. H. Kirkland and Professor W. M. Baskervill of Vanderbilt. Something of the nature and purpose of the newly organized Association may be seen in a statement at the time by Chancellor Kirkland to the effect that the purpose of the proposed Association was to get the colleges to adopt uniform requirements for admission and to unite efforts for building up secondary schools throughout the South.

There had been other associations, such as the Southern Education Association, but they had accomplished little. Again, Chancellor Kirkland, the leading spirit in the organization of the new association, with his colleagues from Vanderbilt, called attention to the fact that the various educational gatherings had accomplished little or nothing, but had devoted all their time to talk. The new organization committed the members to a definite program of work and to definite standards. The rigid policy made it impossible to secure any college members except half a dozen which accepted the organization and are now considered charter members. These were Vanderbilt University, University of North Carolina, University of the South, University of Mississippi, Washington and Lee University, and Trinity College (Duke University). The whole purpose of the new association was to lift the work of the colleges and schools to a plane not yet realized by many Southern institutions.

It is interesting to note that represented in the first meeting were delegates from the following institutions: Vanderbilt University, The University of the South at Sewanee, Mercer College, Washington and Lee University, Trinity College, Wofford College, The University of North Carolina, Georgia School of Technology, and The University of Tennessee.

The purpose of the first meeting was stated by Chancellor Kirkland to be:

1. To organize Southern schools and colleges for coöperation and mutual assistance,

* An address delivered over radio station WMC, Memphis, Tennessee, March 27, 1939, in connection with the Forty-third Annual Meeting of the Southern Association.

2. To elevate the standard of scholarship and to effect uniformity of entrance requirements,
3. To give preparatory schools the right to exist by insisting that colleges refrain from doing preparatory work.

The number of colleges and universities unquestionably meeting all the requirements of the Association was thirty-three; this number included eleven state universities.

Not until 1916 was formal action taken looking to the creation of a commission on higher institutions; in that year the Executive Committee of the Association of Colleges and Secondary Schools of the Southern States took the important step which has resulted in solid standards in higher education which now mean so much to the Southern states and the nation.

The Southern Association has interested itself in all matters which pertain to the proper organization and operation of colleges and universities throughout the South, as well as to standards for junior colleges and secondary schools. Its influence is felt throughout the vast region comprised in the area of its jurisdiction—the area which stretches from Virginia to Texas.

The standards set for colleges and universities pertain to entrance requirements, requirements for graduation, number of college departments, training of the faculty, salaries, number of classroom hours for teachers, support, libraries, laboratories, separation of college and preparatory school, and material equipment. For example, the standard which pertains to number of degrees provides that "the conferring of a multiplicity of degrees should be discouraged. Small institutions should confine themselves to one or two. When more than one baccalaureate degree is offered, all should be equal in requirements for admission and for graduation. Institutions of limited resources should confine themselves to undergraduate work."

Again, the general statement concerning curriculum and spirit of administration of a member institution contains the requirement that "the character of the curriculum, the efficiency of instruction, the scientific spirit, the standard for regular degrees, the conservatism in granting honorary degrees, and the tone of the institution shall also be factors in determining its standing."

The Southern Association is an accrediting agency. It evaluates the work of institutions of high school, college, and university levels. For the work of educational institutions to be accepted by other educational institutions, proper standards must be set up by someone, and the schools and colleges have provided this need through the Southern Association of Colleges and Secondary Schools. The Southern Association, like accrediting agencies everywhere, exists for the purpose of establishing and maintaining

at a high level standards which should guide educators in their work of educating.*

The program theme for the meeting now commencing in Memphis is "Education as an Instrument of Social Progress in the South." Printed in the program is this significant statement:

> The South has been referred to as the number one economic problem of the Nation. Whether this is true or not may be a matter of debate. But there is no debating the question that the South does have serious economic problems. Of this fact every person living in the South should be made aware. We shall attack our economic ills only when we become conscious of these problems. Wasted lands will be redeemed, forests will be replanted, natural resources will be developed, political and economic rights will be secured, and abject poverty will be eliminated only after we have educated a generation in the wise use of weapons that will conquer these economic ills that infest our region today. In this battle for a higher standard of living and culture, the school is an instrument of social progress of tremendous potential possibilities. It is the purpose of this program to teach us how to use this instrument more effectively in attaining the more abundant life for our people.

At the general session to be held at the Hotel Peabody Tuesday morning, CCC and NYA problems as related to programs of secondary education will be discussed by those interested in this work in institutions throughout the South. The subject of Federal Aid for Education will be discussed at this meeting. In the afternoon session Tuesday, M. D. Collins, State Superintendent of Georgia Schools, will discuss the subject "Secondary Education in a State School System."

On Wednesday subjects dealing with problems of rural schools, programs of guidance in secondary schools, and reports by special committees on studies now being undertaken in secondary schools and colleges will be considered.

Many leaders of thought and affairs in the South will appear on the program on Thursday of this week, among them: Jonathan Daniels, Editor of the *News and Observer*, of Raleigh, North Carolina, speaking on the subject "Discovering the South"; Mark Ethridge, General Manager of the *Courier-Journal and Louisville Times*, on the subject "The Second Reconstruction"; Dr. W. P. Webb, Professor of History, the University of Texas, on the subject "Contribution of the Social Sciences to the New South." Thursday evening, the President of the Association, Dr. H. L. Donovan of Eastern Kentucky State Teachers College, will deliver the President's address; and Dr. T. V. Smith, Professor of Philosophy, University of Chicago, and Congressman-at-large from the State of Illinois, will speak on the subject "Promise of American Politics." Each day this week, through Friday, the South-

* See A. M. Meyer's *A History of the Southern Association of Colleges and Secondary Schools* (George Peabody College for Teachers, 1936).

ern Association of Colleges and Secondary Schools will present radio programs through the courtesy of stations WMC, WREC, and NBC.

To the people who support the schools and colleges of the South; to the parents who want their sons and daughters to seek their education under the best possible conditions; to the boys and girls and men and women who want the privilege of studying to the best possible advantage—to all who want to remove the inefficient from our educational institutions—the work of the Southern Association of Colleges and Secondary Schools should have a definite appeal.

A State Superintendent Looks at Southern Education*

By Sidney B. Hall
Superintendent of Public Instruction, Virginia State Board of Education

Education is a big business, the object of which is the production of good, useful, and happy citizens. Like any other productive business it deals with raw materials, physical plant, labor, and management. The raw materials are children, wisdom, and knowledge. The material plant consists of buildings with their furniture, laboratories, shops, libraries, instructional supplies, school buses, and roads. The labor used ranges from that of janitor to the skilled art of professionally educated teachers and scientific research workers. The management must coördinate and direct the process.

The Southern states are rich in raw material for education. With 65 children of school age per 100 adults 20 to 65 years of age, when the national average is 53 to 100, the South carries the responsibility of educating more than its share of the next generation. A birth rate 30 per cent above the death rate enables the South to rear large numbers of men and women for citizenship in all sections of the nation. The South comprises 30 per cent of the land area of the nation, possesses 31 per cent of the total population, but 36 per cent of the school children. Educationally, the South is about 20 per cent more important to the nation than its land area or total population would indicate. Southern education has the opportunity to contribute far more than any other section to the future citizenship of the nation. On the other hand, other sections of the country should be concerned as to what this contribution shall be. Children educated in Southern schools will constitute a large portion of the citizens in other sections in the generations to come. Though the South is already producing more than its share of the nation's children, potentially it is now far from producing the proportion it should produce according to its natural resources. Though the South possesses only 30 per cent of the land in the United States, it possesses more than one-half the soil with a growing season of six months or more, more than two-thirds of area enjoying a rainfall of forty inches or more, 40 per cent of the forests, and an untold wealth in minerals and water power.

Hence the educator must view the South as a pioneer section that must grow and develop. The South is now, and must become increasingly more so, the nursery for the nation.

Today the South is predominantly rural; and though industry is developing rapidly, it is not concentrating in great urban centers. So far as we

* An address delivered over radio station WREC, Memphis, Tennessee, March 27, 1939, in connection with the Forty-third Annual Meeting of the Southern Association.

can see into the future, education in the South will be rural rather than urban. With our favorable conditions, we may expect our industrial workers to be also subsistence farmers and to become the freest and happiest people on earth. Thus, we visualize the South as growing so that instead of having, as at present, 36 per cent of the nation's children to rear and school, we shall soon have over 50 per cent.

The educational opportunity and the problem it presents is clear to the Southern educator. The raw materials are at hand with a never failing supply for the future assured. We have an option on buildings and equipment, and labor is clamoring for a chance to begin work. Management is organized with a program already to expand operations. But there are two conditions now existing that force delay. Buildings and labor require capital investment and operating capital. The returns that keep the wheels turning in this industry are not on a direct "this for that" basis, but come through increased ability and willingness to pay more taxes. Hence, the two limiting factors in Southern education today are: first, the money available under our present set-up; and second, the willingness of the public to pay for the proposed educational program.

As available capital for education must come through taxes, it must originate as income that can pay taxes. The income of the South is relatively small. The Southeast has about one-tenth of the school population, but only one-fiftieth of the national income. The Northeast has approximately ten times as much income per child to be educated as the Southeast. The South is spending a larger portion of its income for schools than the nation as a whole, but even at that raises less than one-half as much per child. Some wealthy communities pay more per year per child for buildings than some Southern communities pay for their total educational program.

Through ignorance and a poverty caused by the violent break-up of the economic system of the South before 1860, millions of acres of once productive land is now temporary unproductive. This change with its attendant political unbalance gives the South a handicap in freight rates that transfers taxpaying income produced, or which should be produced, in the South to Northern and Western sections. Again, the tariff problem is solved to favor urban industries and with our national tax-structure rural people help pay the taxes of urban centers through increased prices paid for what they consume. Our financial-industrial organization supported by the freight-rates, the tariff, and the tax systems now in operation transfer taxpaying ability from property to money-earning enterprises concentrated largely in great urban centers. The rural South, shorn of its former political influence, has not been able to protect its own local interests against the interests of other sections which have naturally dominated political action during the past three generations.

The plight of the rural South is not chargeable to the selfish interests of

other sections nearly so much as it is to the rapid change in our civilization and the inability of even the best governments to adjust their laws wisely and promptly to the new conditions. State lines for commerce were wiped out in our early history, they have disappeared as barriers to travel and change of abode. Now they must in simple justice disappear in at least certain fields of taxation. Money for education, the common concern of the nation (since any child educated anywhere may be the citizen of any community a few years hence), must come from those who have it and must go to those who need to be educated. Federal taxes collected from those who have and spent for educating the future citizens wherever they may be are essential to the proper educational development of the South. But it is not one whit more important to the South than it is to other sections of the nation that will profit from the good citizens it receives or pay the costs for caring for the incompetents.

The second limiting factor in the South's educational development, namely, the public's willingness to pay, is usually treated as a financial factor. Certainly it has true financial implications and there are many facts established about ability and effort, equalization, comparative costs of education, of government services, and of luxuries, etc. However, I want to point out the educational aspects of this factor rather than its financial implications.

A record of the financial past of our schools does not hold out much promise of an increased willingness to pay for education unless educators try a shift of emphasis in their appeals. The sales talks of the past in Virginia have resulted in the State General Assembly increasing its appropriations from 7.1 cents per pupil-day in school to 8.7 cents between 1910 and 1938. In view of the change in purchasing power of money, this is probably an actual decrease. The percentage of all State expenditures made by the public schools has actually decreased from 27 per cent in 1910 to 11 per cent in 1937. Hence, it appears that any reasonable change in approach to this problem would have to be for the better.

It seems to me that educational administrators must give more of their attention to improving the quality and effectiveness of the schools. Instead of trying to convince legislators, we must show the public what we can do for the children. We might let our customers (the public) give our sales talks for us. While the General Assembly of Virginia opened and closed the ten-year period 1929-1938 with allowing 8.7 cents per pupil per day, the school workers increased the quality of the schools and at the same time by efficiency measures reduced unit costs worth $20,000,000 for just two measured services—instruction and transportation. Two other fields, reducing failures in school and increasing the use made of school property, offer even greater educational and financial rewards for successful practices.

The educator can serve best and gain his objective more quickly and

surely by "sticking to his knitting" and developing more effective and more efficient schools than he can by trying to tell the tax expert how to equalize taxes, the statesman how to apportion state funds, and the public how good the schools are, while he is failing over one-fourth of the pupils and using school property less than one-half of the time it might be used. The public must have confidence in the management of the schools before it will trust school men with more money. The schools must *show* the public its results rather than *tell* it how badly money is needed. The public with its three billion dollar relief bill sees the need of education as clearly as the educator does. As the educator demonstrates that the school can care for the educational needs of all the children and use the facilities he has to good advantage, the public will be found willing to pay for what it wants.

The Present Status of the Southern Secondary School*

By Joseph Roemer
Dean of the Junior College, George Peabody College for Teachers

There is not a more fascinating story in American education than the development of the high school in the South. The public high school in the Southern region got under way later than it did in other sections of the United States, because the South was the Belgium of the Civil War days. When that great struggle was over the first task of the people of the Southern region was to re-build their homes, fence their land, re-stock their farms, and thus provide the fundamental necessities of life. Naturally these demands had to be met first. Once this was accomplished, the people began to think of the education of their children and developed therefore the first unit of the public school system, the elementary school. During all these years people desiring any kind of secondary education had to depend on a few scattered private academies that survived the War between the States.

By 1900 the South had its elementary school fairly well established. The secondary school was taking form. The period from 1900 to 1910, consequently, represents perhaps the time during which secondary education in the South made its most rapid development. It was without great leadership and without special direction of any importance, yet in every state hundreds of so-called high schools developed by merely adding one or more years of work to the elementary school. During the period from 1865 to about 1905 the private academy was the chief agency of secondary education for the Southern region. These academies rendered a memorable service. In more ways than one they were pioneering in the field of secondary education. Many of them branched out into new fields of endeavor and by the sheer courage of their convictions carried on through the years a satisfactory program of education for the people who could afford to pay for it.

Eventually the time came when the great masses of people felt the need and began to demand secondary education for their children. Obviously this meant in the final analysis the development of the public high school. Whereas the private academy in a splendid but limited way educated the more fortunate few who could afford the cost of secondary school training, the great public high school ushered in at the beginning of this century came to bring to the masses of the people the blessings and benefits of secondary education that only the favored few had been enjoying.

Consequently, the public high school of the South is a new institution. In fact, it is only about thirty years old. Inevitably it has many imperfec-

* An address delivered over radio station WMC, Memphis, Tennessee, March 28, 1939, in connection with the Forty-third Annual Meeting of the Southern Association.

tions which time and study eventually will correct. It is impossible for the student of the public high school of today to understand thoroughly its work and program, and its many shortcomings, without knowing that it is a new and largely undeveloped institution in this section of our country.

In 1903 the late Dr. Joseph S. Stewart went to the University of Georgia as Professor of Secondary Education and High School Visitor. He opened up there the first bureau of service to the public high school in the South. He did such a splendid pioneer job of writing high school standards, developing secondary school and college relationships, visiting and accrediting secondary schools, and in general stimulating the growth and development of the high school, that the General Education Board of New York City decided to extend this same secondary school service to all of the other Southern states. As a result of this decision in 1905 the late President Bruce R. Payne went from the College of William and Mary to the University of Virginia and initiated the work in that state. The same year President P. P. Claxton of Tennessee, later United States Commissioner of Education, went to the University of Tennessee and introduced the work there. Also the same year, the late Dean N. W. Walker of the University of North Carolina started the work for the state of North Carolina. During the same year also Dean J. J. Doster, of the University of Alabama, introduced the work in the state of Alabama, and finally the same year Dr. J. L. Henderson of the University of Texas began the work for that commonwealth. In 1906 the late Superintendent W. H. Hand introduced the work in South Carolina. In 1907 Florida and Louisiana initiated their programs. In 1908 Mississippi and Arkansas started theirs. In 1909 West Virginia was added, and finally Kentucky began its work in 1911. This completed the entire list of thirteen Southern states.

The growth in each state as a result of the impetus given by these agents of secondary education was phenominal. From that day the public high school of the South was on its way. In 1911 there were only five such schools accredited by this Association. In 1913 the number had risen to twenty-five; in 1914, to 208; in 1918, to 336. The growth has been strong and steady all through the years to the present. The Commission on Secondary Schools of this Association will recommend for membership on Thursday of this week something over 1,200 secondary schools, employing over 17,000 teachers and enrolling nearly a half-million pupils. Over 1,000 of these schools are public and enroll approximately 95 per cent of all the pupils concerned.

In conclusion, let me say ours is a great fellowship in this Association as we work harmoniously together on this great task. Each type of school discussed has its field and its mission. The private school which pioneered so nobly in the early days in selling the idea of secondary education to the American people and in introducing one new subject after another into its

curriculum, thus enriching its blessings to its students, still has its place and function in our great system of a well-coördinated and well-rounded scheme of education. It stands today ready to serve the children of those parents who are willing and able to pay for a special type of training or service which the great public high school cannot give. By affording small classes and individual instruction to pupils; by not being hampered with legal restrictions in giving special instruction in religion; by providing good boarding conditions and thus caring for children of broken homes, where one or both parents are dead, or where the home is broken by divorce; by teaching sports and physical education in an unusual way; and in many other specialized services too numerous to recite here, it is still an important factor in the training of the sons and daughters of the Southern region. On the other hand, the great public, free, high school of the South, a counterpart of the great American experiment which has gripped our nation in the last half of a century, constitutes the other agency in the secondary education of the Southern region. Limited as it is in numerous ways, by a lack of funds, a lack of trained teachers, a lack of proper facilities, etc., it is, nevertheless, marching on toward the goal of a free secondary education for all the children of all the people. Although young and yet in its swaddling clothes, it is rapidly becoming a tower of strength well deserving the acclaim of the average citizen who realizes that an educated electorate is the hope of our American democracy.

The Program of Southern High Schools*

By M. R. Hinson
Professor of Education, Florida State College for Women

The South has been referred to recently by President Roosevelt as the number one economic problem of the nation. The Southern Association of Colleges and Secondary Schools, under whose auspices I am addressing you, has accepted the challenge of the President's statement and has taken as the theme of its convention here in Memphis "Education as An Instrument of Social Progress in the South." My topic, "The Program of Southern High Schools," assumes that high schools through their educational programs have a responsibility to make any necessary changes in their programs that will better prepare future citizens of the South to solve our economic and social problems. I would like to discuss with you some of the conditions existing in high schools that create educational problems, what some of these problems are, and touch upon their solution and their relation to Southern problems in general.

There are in continental United States (according to the Biennial Survey of Education put out by the Office of Education in Washington) about 25,000 high schools enrolling over six million pupils. Over a quarter of a million teachers are engaged in teaching these six million young people. Approximately 70 per cent of the youth of high school age in the United States are now actually enrolled in high school. The number of pupils in our high schools is increasing rapidly every year—in fact, for the past twenty years this increase has been so rapid that it has been difficult for school authorities to provide school facilities rapidly enough to take care of this ever growing army of students.

In order to get a clearer concept of this rapid increase let us consider in round numbers the high school enrollments by decades beginning with the year 1890. In 1890 there were only about 360,000 students in American high schools; by 1900 this figure had practically doubled—the enrollment being 700,000; in 1910 there were a little over a million pupils in our high schools; by 1920 the number was just short of two and one-half million; and by 1930 this figure had jumped to over four and three-quarter million. At the present time, if statistics were available, the figure would in all probability approach seven millions of pupils enrolled in the high schools of our country.

What has been happening in the rest of the nation has also been happening in the eleven Southeastern states embracing the territory served by the Southern Association of Colleges and Secondary Schools. Florida, my own state,

* An address delivered over radio station WMC, Memphis, Tennessee, March 28, 1939, in connection with the Forty-third Annual Meeting of the Southern Association.

for example, has had over a 2,000 per cent increase in high school enrollment since 1910. The fact that the public school systems of the South developed a little later than those of the North has perhaps caused the increased enrollment in the South in recent years to exceed that of the nation as a whole. For example, the number of high schools having membership in the Southern Association of Colleges and Secondary Schools increased from 367 in 1917-18 to 1,187 in 1937-38—over a three-fold increase in twenty years. While figures on enrollment in these schools are not available for 1917-18, it is safe to say that the per cent of increase in enrollment far exceeds the per cent of increase in the number of schools. There are approximately 500,000 pupils enrolled in Southern Association high schools, and this number does not account for nearly all the high school pupils in these states, for no negro pupils are included and only the better white high schools are accredited by the Southern Association.

The tremendous increase in high school enrollment is due to a number of causes. Increasing interest in education on the part of the general public is one cause; child labor laws and compulsory school attendance laws are another; while decreasing opportunity for employment in general, and especially for adolescent youth, is another. Probably a better and richer program of studies and better trained teachers are also making high school attendance more attractive and worthwhile to the students themselves, accounting in some degree for increased high school attendance.

This increase in high school enrollment has created two rather acute educational problems. One of the problems is of course the problem of financing these schools. Of this problem the public has become quite conscious. The other problem, while not so generally recognized by the lay public, is far more acute and difficult of solution than the first. This second problem is that of providing in the high schools the type of education to fit the needs of this more cosmopolitan group of pupils who instead of entering college after graduation seek employment in the commercial world or become homemakers.

In the early history of the American high school only the children of the upper social and economic stratum of our population attended high school. They were a select group. They were practically all preparing for college and professional schools. Then the great majority of the high school graduates went to college. Now the children of families from every walk of life are in our high schools together. The vast majority of those who graduate from high schools *now* do not continue their education in college or some other institution. Statistics show that the percentage of high school graduates in the United States who continue their education in some other institution after graduation decreased from 46 per cent in 1921 to 26 per cent in 1938. The 74 per cent who do not so continue their education, it is believed, should be given a somewhat different type of curriculum while in high school from

those who will go to institutions of higher learning. We have every reason to believe that at least for a time the enrollment in our high schools will continue to increase, though somewhat less rapidly than has been the case in the past two decades. We also have reason to believe that the percentage of high school graduates who will continue their education in colleges or some type of vocational school will continue to decrease, thus decreasing the relative size of the group that terminates its formal education with high school graduation.

This group, who, because its members lack the ability to succeed in college, are not interested in the type of education provided by the colleges, or are financially unable to go to college, creates the greatest problem facing high schools of today. They have caused the high schools to shift their objective from *preparation for college entrance* to *preparation for democratic living*. The Southern Association of Colleges and Secondary Schools several years ago organized a new Commission on Curricular Problems and Research, charged with the task of studying curriculum problems and making recommendations to the high schools and colleges for a program of education that will more adequately meet the needs of the young people in our schools than the traditional college preparatory curriculum does. We see from this that the Southern Association *is* aware of the need for revising the program of Southern high schools and *is* endeavoring to make an intelligent attack upon this problem. It has also lent its support *to* and approval *of* experiments in curriculum changes in certain individual high schools in the Southern territory.

Not only is the Southern Association itself attacking the problem of adjusting the high school curriculum to the needs of this non-college preparatory group, but every state in the South is individually attacking the problem through curriculum study and curriculum revision programs. State Departments of Education in most instances are furnishing the leadership for study and revision of high school programs within the several states.

Individual schools also are improving and enriching their subject offerings, which now include a much wider range of subjects than were offered in the high schools of yesterday. Youth is demanding that the schools give them some better preparation for meeting life's needs than the traditional curriculum of algebra, geometry, Latin, history, technical grammar, and classical literature gives, and the schools are endeavoring to meet this demand, both for the non-college-going group and for those who are going to college.

Many of the colleges themselves are questioning their own offerings. A number of colleges in the South in recent years have revised their own curricular offerings because they realize that *they*, as well as the high schools, are getting a less select group than was formerly the case, and that they are

not meeting the need to prepare young people for living in a democratic society as well as they might.

The school administrators and teachers need the sympathetic coöperation of the lay public in the solution of the problem of determining the type of high school program that will best meet the life needs of high school pupils. In fact, they must have the aid of the public both financially and educationally if the best educational job is to be done for our youth.

Let us consider a few of the unsolved problems facing high schools of the South and of the nation as a whole, for that matter, which bear upon the larger problem of what program our high schools shall offer their students. One of these is the problem of vocational education. Can the high school do the job of vocational training so as to fit each of its students who will not go to college to earn a livelihood at some trade or occupation? Many say no, for there are too many trades and occupations. The program will be too expensive and the public will not pay the bill. Some hold that the vocational offering must be limited; but the question arises as to how to determine the limitations—which vocations will the program include and which will it omit? The problem of what offering the small high school can and shall make is another moot question. Most high schools are small and financially poor, and it is probably true that their program of studies and activities must of necessity be very limited; but who shall decide, and on what bases shall the decision be made, as to what this limited program shall be? Certainly in the past it has been largely college preparatory. Shall it continue to be so? Can the high school solve the problem of educating all the youth of all types, abilities, and inclinations, or must some new institution similar perhaps to the C.C. Camp be established by society to supplement the work of the high school? Certainly we cannot turn our young people out with nothing to do—or society will be unable to pay the crime bill that will result from such procedure. These are just a few of the unsolved high school program problems that those responsible for education in our democracy must solve. We cannot evade these issues. They must be dealt with in some manner. I believe that by attacking them coöperatively we can find the best answers. What the answers will be only time can tell, but I venture to predict that it may be quite different from the present high school program.

Development of the Junior College in the South*

By J. E. Burk
President, Ward-Belmont School

Just what is a junior college? Obviously, it *is* a college, but what does the term "junior" mean? Is such an institution called a *junior* college because it is younger, or smaller than a senior college? Or, possibly its students are younger?

An affirmative answer may be correctly given to all these questions, for the junior college *is* the newest-comer to the educational field (Virginia Intermont and Ward-Belmont being recognized by the Southern Association in 1925); the junior college advertises its smallness, which permits close faculty student contact, as an advantage; the junior college entrant is somewhat younger than the four-year college entrant.

But none of these circumstances accounts for the term "junior college." This rung in the American educational ladder gets its name from the fact that it attempts to perform the educational service of the first two years of collegiate education. The term dates back to at least 1892, being used then by President Harper of Chicago.

The purposes of the junior college have been variously stated. The following list of three is believed to be sufficiently inclusive: (1) to prepare students for the junior and senior college years or for professional studies; (2) to prepare students for immediate entrance into the semi-professions; (3) to complete the general education of those who do not (whatever the reason) attend college for four years or more. Any of the special purposes found listed in the catalogues of junior colleges may be considered subdivisions of one of the three general purposes just enumerated.

Just how radically a junior college may change its outlook on life and its conception of its mission in that life is amusingly illustrated by two quotations—twenty years apart—from the catalogue of one institution: "They (the builders) felt the need of combatting the influences of materialism and industrialism upon the life of a little town fast becoming modern." Here we have an institution whose founders "viewed with alarm" the probable fate of a "little town fast becoming modern." What of the fate of the college students? Nothing! That was in 1911. Here is the statement of purposes of that institution twenty years later: (a) relief for the overcrowded universities, (b) the offering of terminal, prevocational courses, (c) making possible close association between teacher and student, (d) giving of individual guidance. These represent a totally different conception, I think you will agree, of the proper functions of an educational institution.

* An address delivered over radio station WREC, Memphis, Tennessee, March 28, 1939, in connection with the Forty-third Annual Meeting of the Southern Association.

Has the junior college grown at a rate to indicate that it is a response to a felt need? The growth in collegiate enrollment since the World War is a phenomenon second only to the startling growth in popularity of secondary or high school education. Has the junior college shared in this tremendous expansion? It most certainly has, but its development—in numbers—has so far exceeded the growth of any other educational unit in a comparable period as to be little short of amazing. Authorities agree that twenty-five years ago there were not more than thirty institutions that could be called junior colleges. Today there are over five hundred and fifty!

In its one hundred and fifty-six years of existence as a separate nation, the United States has seen added to its handful of Colonial colleges something like seven hundred senior colleges and universities, a growth of approximately five institutions on the average per year. Within the last twenty-five years, however, this nation has witnessed the addition of over five hundred junior colleges to those already established—an average of twenty or more per year!

The explanation of the phenomenon lies partly in the fact that during the time the senior colleges and universities were being founded this nation was still expanding westward. The "frontier" was still a reality as late as 1890. Obstacles to the establishment of educational institutions were numerous. Furthermore, college education was thought to be the prerogative of the economically, socially, or intellectually select.

On the other hand, the junior college idea was stressed at a time in our history when at least three circumstances favored its rapid development. First, the economic conditions were favorable. Having proved our right in the Spanish-American War to be ranked as one of the major powers, we increased our prestige and our wealth as a result of the World War, even though the war debts are not paid. From 1915 to 1929 the United States enjoyed an almost uninterrupted period of accelerated prosperity. It was financially possible for an increasingly large number of young men and women to attend college. Second, the overcrowding of our four-year colleges and universities had been so great that the opening of the junior colleges proved a positive relief to these senior institutions. Some junior colleges even listed relief of the senior college as one of their own objectives. Third, the influx of students to college brought many students who were immature. Frequently their experiences in the large universities were not successful. The mortality during and at the end of the first and second years was very great. One large middle western university is reported to have sent home at Christmas, 1927, 1,760 freshmen—rubber-stamped "failure." The junior college, being predominantly a small local institution, enabled high school graduates to continue their formal schooling in smaller groups and to live at home while doing so. Thus, the circumstances surrounding the sudden mushroom growth of the junior college were far dif-

ferent from those which provided the setting for the founding of our senior colleges and universities.

The permanence of the junior college as a unit in the American system of education seems assured by the fact that the recent depression, though curtailing enrollments somewhat, seemed to affect the junior college less than it did the four-year institution.

If the proof of the pudding is in the eating, surely the proof of an institution is to be found in the success of its students. How do junior college students fare when they transfer to senior institutions? In six of the seven studies known to the speaker made by senior college officials in answer to that very question, junior college transfer students did as well as or slightly better than students who had entered the senior college as freshmen. What is equally significant, perhaps, is the fact that statistics show these transfer students exercising leadership, as evidenced by student offices, to as great an extent as that exercised by other students. Of course, this phenomenon is not peculiar to the South. How this incontrovertible fact may be accounted for is not given in the studies referred to; your guess is as good as anyone's.

The success of junior college transfers may be accounted for by two circumstances. First, as freshmen they have the benefit of the best teaching the junior college affords; heads of departments do not reserve their energies for the upperclassmen. There aren't any upperclassmen! Second, in a junior college students do not have to wait around for two years or more while upperclassmen play their part on the stage of extracurricular activities. They pitch right in! Is it really surprising that these students upon transfer to a senior institution already "know what it is all about?" If they have any innate traits of leadership, they have a chance to develop them before reaching the senior college.

Let me say a word here concerning the number and classification of junior colleges in the Southern area. In 1938 there were 174 junior colleges in the states covered by the Southern Association. Fifty-six of these were public; 118, private. Almost 36,000 students were enrolled in these schools. Of this number, almost 17,000 attended public junior colleges, almost 19,000 private junior colleges.

Private junior colleges for women—I know of no public junior colleges for women—date back, in some instances, to institutions which were founded in the early decades of the nineteenth century. For example, there is Nazareth Junior College in Nazareth, Kentucky. This institution opened in a log cabin, in 1814. There were three teachers; the children of eight families comprised the first year's student body. Some other schools which date their beginnings in the early decades of the nineteenth century and which are now recognized by the Southern Association are Whitworth College (then Elizabeth Academy, f. 1818), Brookhaven, Miss., St. Mary's

School and Junior College (f. 1842), Raleigh, N. C., and Averett College (f. 1853), Danville, Virginia.

Public junior colleges are for the most part phenomena of the twentieth century. In the Junior College Directory, the North Texas Agricultural College is credited with being organized as a junior college in 1917; John Tarleton College, also a Texas school, in 1918. Two Mississippi colleges divide honors as being first among public junior colleges: Hinds Junior College and Pearl River Junior College, both in 1922. Recognition should be made of the fact that though private junior colleges mentioned a moment ago date their beginnings far back into the nineteenth century, a Texas institution—Decatur Baptist— was organized as a junior college in 1898.

When a man moves into a community, one of his first concerns is to establish himself as an acceptable member of the church and civic interests of the community. It is no different with an institution. Among the first concerns of this new member of the educational community was that of establishing its academic respectability. Recognition by the university, the state department of education, and by a regional accrediting association is essential to the scholastic happiness of the students and the financial quietude of the promoters of the school.

Among important considerations is that of the course of study. As might be expected, the private junior colleges, growing out of older antecedent institutions, stress much of what was fine and worthwhile in the older programs of study: art, expression, and music. The emphasis, if one may take Virginia Intermont and Mars Hill as typical private junior colleges of the Southern area, appears to be upon those studies which are commonly regarded as valuable in the development of individual interests and capacities. Virginia Intermont offers, in addition to the "regular" Intermont junior college diploma, diplomas in education, home economics, library science, music, physical education, speech and dramatic art, secretarial studies, and art. Mars Hill has five departments of instruction: academic, music, expression, art, and business—offering a total of fifteen curricula. The public junior colleges, usually built upon the foundation of a public high school, have tended to emphasize those studies which lay the basis for later professional study. Lamar Junior College, of Beaumont, Texas, offers an excellent example of a public junior college which provides an opportunity to prepare oneself for more advanced study in sundry professional fields. In addition to the curriculum leading toward the conventional bachelor of arts degree, this junior college offers curricula leading toward the bachelor's degree in agriculture, business administration, engineering, home economics, journalism, law, and medicine.

Both public and private junior colleges have thus far made central the senior college preparatory courses. Doubtless they have been influenced in this direction by two considerations. First, between 50 and 70 per cent

of their graduates apply for entrance with advanced standing to senior institutions in order to proceed further with their formal education. It has been incumbent upon the junior college, therefore, to stress the senior college preparatory course and to make it conform as much as possible to the conventional freshman-sophomore studies in the senior colleges and universities. Second, the quickest way to establish "academic respectability" is, of course, to offer courses which closely parallel lower division courses in senior institutions. Happy is that junior college president who can "point with pride" to the success in senior college of *his* graduates—success attained (he hopes) through superior teaching in his junior college. What the junior colleges will do next—after academic respectability is established beyond possibility of argument—is something which Mr. Stilwell will doubtless tell you.

The Junior College in the South*

By H. W. Stilwell
President, Texarkana Junior College, and Superintendent, Texarkana Public Schools, Texarkana, Texas

The public junior college has now established itself as a part of the educational system of the Southern states as well as of the nation. The number of such colleges has been slowly but surely increasing since the beginning. Those that are established are serving their communities well. Their graduates go on to universities and do as well in their scholastic records as those who have the first two years in the universities, and in many cases even do better. Their graduates go into the industrial and economic life of their communities and succeed. The public junior colleges have proved their work and have been accepted by the public. We may confidently look forward to an extension of the movement. But there are two considerations to be taken into account in attempting any prophecy as to the future.

In the first place, whether the junior colleges grow rapidly in number will depend upon the educational thought and philosophy finally adopted by our people. If the states should hold that a college education is the birthright of every capable boy and girl in their confines, then we may expect to see the establishment of many new junior colleges. Perhaps the states can afford to maintain junior colleges in many localities, and save money by so doing. They will certainly save young men and young women in so doing, for the youth will have the opportunity to develop into maturity under safer guidance and better instruction in small groups than in the large groups of the four-year college. Parents are rightly easier in mind when their boys and girls are kept at home under the guidance of the family for a few years longer than is possible when they must begin their college career in some center far away from home. More and more young men and women are turning to college; for when they finish their high school they are still young, and there is no place for them in industry. They cannot loaf. Naturally they seek some place in which to grow up with their minds occupied, and so free from the worry of unemployment. If then the state assumes that its obligation is to provide a college education for all its youth who desire it, the junior colleges will grow in number.

But if the state should hold that only the more favored ought to attend college, that a college education is expensive and therefore must be given

* An address delivered over radio station WREC, Memphis, Tennessee, March 28, 1939, in connection with the Forty-third Annual Meeting of the Southern Association. By a misunderstanding as to whether radio addresses would be published in the Quarterly, this address was accepted for publication by the *Junior College Journal*. By courtesy of the *Journal*, which already had it in type when the Quarterly went to press, it is republished here.—Editor.

to just the few of its citizens that can afford to go to the large centers to secure it, then we may expect to see few new junior colleges set up in the near future. In this time of money stress, there is heard on many sides propaganda that too many people are being educated. Legislatures, finding it difficult to support all of the existing agencies of government, hesitate to accept the full responsibility of the education of all the boys and girls of the state.

But surely a democratic country will insist upon educational opportunities for all who may desire training, for all who can profit by a college career, for all who have the ambition to develop their minds and to broaden their opportunities as their more favored brothers and sisters may do. Furthermore the state must come to realize that boys and girls cannot be put to sleep after they complete high school and left idle until industry can absorb them. As a matter of political protection, if for no other reason, society must care for boys and girls in some fashion and can do this job more effectively by giving them educational opportunities than by turning them loose to become rebellious against society.

It is interesting, and may be instructive, to ask whether the Southern states could support at peak load a system of junior colleges located in such manner as to be accessible to graduates of high schools. Only rough approximations to what would be required can be made. It is rather generally thought that junior colleges will have enrollments of from 200 to 400, or an average of 300 students. For the next few years, we may expect about one-sixth of the high school enrollment to graduate and can surely look for about one-half the graduates in colleges the next year. We can use these figures to hazard a guess, perhaps even a prophecy, as to the number of junior college students each state will have during the next decade or so and the number of junior colleges that each state will need. We may even go further in these guesses or prophecies. Many junior colleges are getting along on an expenditure of about $150 per student, even though a strong case can be made for the proposition that a college should spend annually twice that amount per student. We can therefore lay claim to being conservative when we calculate on the $150 per student basis the total amount of money that each state might need if it should attempt to educate its high school graduates who will go to colleges. And as a final guess with which to tantalize our imagination, we might compute the amount of money which each state might be expected to raise per student if it should appropriate as much per student in junior colleges as it would have revenue available for education per child in its public schools when it makes average effort as compared with all other states of the nation. The table below presents such facts for the states in the Southern Association, their ability to pay being calculated from the report of the President's Advisory Committee on Education, House Document No. 529, 75th Congress, 3rd Session.

State	Possible Number of Junior College Students	Number of Colleges Needed for Average Enrollment	Total Cost Figures on $150 Per Student	Amount Available from State Sources if States Made Average Effort
Texas	47,000	156	$ 7,050,000	$ 1,678,000
North Carolina	29,000	96	4,350,000	629,000
Georgia	24,000	80	3,600,000	294,080
Alabama	23,000	76	3,450,000	307,740
Kentucky	21,000	70	3,150,000	447,300
Tennessee	21,000	70	3,150,000	525,630
Virginia	20,000	66	3,000,000	647,800
Mississippi	19,000	63	2,850,000	231,990
Louisiana	17,000	56	2,550,000	351,730
South Carolina	17,000	56	2,550,000	226,100
Florida	11,000	15	1,650,000	448,840
Total	249,000	804	$37,350,000	$ 5,929,210

At peak load within the next ten to twenty years the states in the Southern Association would have 249,000 junior college students, and would need 804 junior colleges of average size. These colleges would cost the states, on a minimum basis of $150 per student annually, $37,350,000 and the states would have available from their own resources as calculated on their ability with average effort to support their public schools only $5,929,210.00, a little more than one-sixth of the total amount needed. The conclusion is forced therefore that the Southern states cannot in the near future undertake to finance a comprehensive system of junior colleges, and cannot do so at any time in the future without a complete reorganization of the public support of education in the nation. These considerations only emphasize in a new manner the fact that the Southern states do not have sufficient revenue available for their public school systems, and could not keep their state universities and other state supported colleges open and going if only 50 per cent of their high school graduates should and could elect to attend the higher institutions.

But of course education will go on in the Southern states, education of a high quality. The states will adventure further in the junior college field, carefully feeling their way along. It may be that for some time to come, junior college students may have to pay most of the expenses of the junior colleges through tuition charges, and such colleges are public only in that they are governed by public school boards. It may be that from time to time the states will appropriate for college students a certain per capita, small at first but increasing as the states reform their educational support for all their schools. The states may find that the increasing loads on their universities and other state supported higher institutions will grow so large

as to make it necessary to support more and more the junior colleges as economy movements, for the annual expenditures in the universities will go beyond the $150 per student. The fact is that high school graduates cannot go immediately into industrial pursuits or vocations and cannot remain idle. Junior colleges, accessible and numerous enough to care for all these students, seem to offer the best opportunity for meeting the needs of society in caring for the youth of the land from high school graduation to employment.

Only this must be kept in mind. If the junior college should take the high school graduate for two years, and give him no more than an extension of the high school curriculum upward, it would not be solving the problem here indicated. It is no solution of any problem to postpone its impact for two years. The junior colleges must in some fashion prepare their students to enter life on a higher and more successful level than they could do directly from high school. They must prepare those who will go on to four-year institutions for the upper levels of college work, but this preparatory function is of small import when compared with the opportunities "to assist their students in building attitudes, values, standards, experimental, always subject to reinterpretations, reconstruction, improvements which are usually identified with the democratic sentiments." (Clyde M. Hill "Youth Demands New Junior Colleges," *The North Central Association Quarterly*, October, 1938).

Along with this function, the junior colleges might do much to help prepare their students to make a living, and this means much more than merely giving them some kind of occupation or vocational training of a trade school variety. Society must find some method and some institution to teach its members how to fit themselves into the world of today without going to the government for support and pensions. If the junior colleges could turn their attention more to the preparation for complete living than to preparation for specific vocations as they now exist, they might help in the solution of the most difficult problems of the nation today.

Perhaps at this time, in view of the difficulties in the way of complete financial support of the junior colleges, it may be safe to say only this: The junior colleges will be accepted as an integral part of the public system of education in the Southern states in the future, and will be taken into account as the states work out their solution of the problems of support of education on an adequate basis. And to them will be given the opportunity of training the graduates of high school, yet too young for the large four-year institutions, many of whom will go into some kind of self-supporting work within a few years without completing a four-year college course; some of whom will enter trade and technical schools and some of whom will go on to liberal arts colleges. In so doing the junior colleges will help solve the youth problem of humanity at a time when the number of young people proportionately

is decreasing, and the number of aged pensioners is surely both proportionately and absolutely on the increase. And if this is true, then the junior college in the future, if only we can adequately finance it, will become the first line of trench of humanity as it battles on towards a world in which democracies can be safe and free intelligent people may work out their own destinies unhampered by dictators of any kind.

The Contributions of the Liberal Arts College to Southern Culture*

By Theodore H. Jack
President, Randolph-Macon Woman's College

While the Forty-third Annual Meeting of the Southern Association of Colleges and Secondary Schools is in session in Memphis, the various activities and the many different types of institutions represented in its membership are being presented in a series of radio programs. My especial task in the series is to present certain facts in connection with the work of the College of Liberal Arts, and my specific subject is the contribution of the liberal college to Southern culture.

There should not be any conflict between light-houses. Educational institutions may very properly and very truthfully be compared to light-houses. There should be no rivalry between institutions of different types except the rivalry of service, and their only competition should rest in the desire to render the greatest possible service to the cause of human enlightenment and human development.

Every institution, every type of institution, represented in our membership has its particular task to perform, its particular object to achieve, its particular contribution to make. We are united in a common cause. I make no invidious comparisons. I rejoice in the achievements of our educational institutions of whatever type or character. But I am charged with the responsibility of presenting the peculiar contributions of the College of Liberal Arts.

What we call today the College of Liberal Arts is distinct from the professional school, the teachers college, the engineering college, and the technical institute. Its contribution in the educational field lies largely in a different sphere or area from such institutions. Historically, the College of Liberal Arts is the original type of educational service in our country and is, therefore, the forerunner of them all. Prior to the war between the states, the College of Liberal Arts in the South held almost exclusive occupation of the field of higher education. Almost the entire educational impact in the South before the war came from it. It is a significant thing that the Southern Association itself, now a group of diverse institutions, was established by a small group of Liberal Arts institutions and grew and waxed strong under their guidance. Under such leadership a genuine educational renaissance came to the South. In this connection those of us who have worked with him ought never to forget the contribution made by James H. Kirkland, the founder of our Association, long-time Chancellor of Vander-

* An address delivered over radio station WMC, Memphis, Tennessee, March 29, 1939, in connection with the Forty-third Annual Meeting of the Southern Association.

bilt University, the greatest educational statesman the South has produced. In himself and in his services he typifies in highest measure the contribution of the College of Liberal Arts to Southern Culture.

First of all, then, the College of Arts and Sciences kept alight the torch of learning for sweet learning's sake in a time when it bore the only light. Its services might aptly be compared to those of the monasteries during the dark ages, when the very foundations of civilization were like to be undermined. In those days the college was the conservator of the records and achievement of our past. Though our leaders in statecraft, in law, in medicine, in theology, and even in the teaching profession were not all college graduates, the large majority of them came from the colleges and carried into their chosen fields the ability and the zeal for service to the common weal acquired in these centers of learning and of training. The literature of the South, its theology, its legal lore, its medical skill, its devotion to all that is fine and noble and enlightening came largely, though not exclusively, from the inspiration and the teaching of such colleges. Even a cursory survey of the factors of culture in the South in the ante-bellum days, as we of the South still designate those days, indicates clearly the contributions of the old colleges of Liberal Arts. Time does not permit a catalogue of this notable and unique contribution.

With the growth of industrialism and the coming of the machine age, naturally and properly colleges of a different type and a different objective appeared. The College of Liberal Arts no longer occupies the field alone, and it is proper and fortunate that it should not do so. With the changes in the educational picture brought about by new emphases, the old college has fortunately found its field of service more clearly defined. It no longer straddles the entire field like an educational colossus. It has restricted its field, defined more clearly its objectives, strengthened itself anew to meet its peculiar and particular responsibilities in a new day and a new society.

In the face of all the changes in the educational picture during the past fifty years, it must be remembered that the Liberal Arts College was and continues now to be the foundation on which other types of higher educational activities rest. It is the trunk of the tree from which these branches radiate. From it still come in large measure our leaders in law and medicine, in theology, in the teaching profession, in the field of the artistic and esthetic, in statecraft.

With the developments of the industrial age and with the larger emphasis placed on skills and techniques, it is all the more necessary for there to be institutions concerning themselves with abstract thinking, with ideas and ideals rather than with physical and material planning. In the industrialized days of the past half-century, when great emphasis, properly enough perhaps, has been placed on the making of a living, the great contribution to human welfare and to social progress has been made by the Liberal Arts

Colleges in their insistence on and training for the living of a *socially* and *spiritually* productive life. The trained mind, perhaps more than the trained hand, is what the South needs as it faces the stark realization that it is the nation's economic problem number one.

We do not live in a vacuum. In the face of our present social and economic problems, we need to be kept aware of the light our past experience throws on the present difficulties. Here, too, the Arts College has served in a peculiarly able fashion. Such colleges have preserved a knowledge of the past as a light unto our feet in the present.

With the growing emphasis on material production, the arts colleges, as the chief conservators of Southern culture, have kept alive through the years our love of literature, of the humanities, of the pure sciences, with the ideal that life does not consist in the number of our possessions but rather that life is enriched and florified through knowledge, through an appreciation of the good, the true, and the beautiful—the abundant life of the Spirit.

Peculiarly, in these days and times, let us never forget what our Southern culture, our Southern civilization owes to the College of Liberal Arts in the preservation and the inculcation of our priceless heritage of liberty. The lessons of history, the principles of government, a clearer understanding of our constitutional frame—these are in large part a significant contribution of the colleges throughout the years. It little matters if we gain the whole world and lose our souls, our hard-won liberties, our right to think for ourselves, to govern ourselves, to worship our God according to the dictates of our own consciences. Say what you will, the colleges of liberal arts are our bulwark in such thinking and in such indoctrination. To think is more important than to do, for what we do, and how we do it, depends so largely on what we think. Never has our section needed more the sound thinker to guide us in our actions. All through the years this has been a contribution to culture of our liberal colleges. They nobly continue to render this high service. Matthew Arnold once defined culture as "a disinterested endeavor after perfection and a familiarity with the best that has been thought and said in the world."

In the troublous times of the Seventeenth Century in England, John Milton in his essay on Education defined the type of education most necessary and helpful in such perilous times: "I call, therefore, a complete and generous education that which fits a man to perform justly, skillfully, and magnanimously, all the offices both public and private, in peace and in war." Milton might well have been characterizing the very type of education which the arts colleges have been fostering throughout their whole history. That, today, is the credo of the colleges. And in that rests in large measure the contributions of our Southern colleges of liberal arts to Southern culture.

The college of today in America must be a place where a courageous independence of thought is fostered side by side with an ardent love for truth

and righteousness. There is no phase of civic, social, political, and industrial life that it must not study so as to be able to show the true relation of every tendency to those higher interests, the moral and spiritual good of society.

"Not only must the college be the leader in the intellectual life of society, but it must be the mother of reforms. The college of today may often have to defy the public on new questions, but it must bravely yet sympathetically instruct the people. It must fight against prejudice wisely. It must undermine that conservatism that never learns anything or ever does anything. It must curb the fast spirit of the times that takes no account of the past. It must stand like a wall against a too one-sided development of society in any aspect whatever. It must have in it the eyes of prophets who foresee dangers and have the moral courage to forewarn us of them. While it must not truckle to the whims of its own generation, still it must be as responsive to the real needs of the present age as a mother is to the needs of her child. No man is fit to be in a college chair, where thinking is a business, who does not leave his generation richer, either in the amount of knowledge, or in the application of knowledge to human needs, than it was when he found it. Productiveness is a criterion of fitness for this pursuit."

Thus the College of Liberal Arts has served in the development of Southern culture; thus it is determined still to serve in the years that are before us.

The Southern Teachers College in Review*

By Sam H. Whitley
President, East Texas State Teachers College

The history of publicly supported teacher-training institutions in the United States began at Lexington, Massachusetts, July 3, 1839. In the spring of 1839, the legislature of Massachusetts enacted legislation which authorized the opening of a normal school at Lexington. This action of the legislature grew out of the leadership of the friends of education in that state among the teaching profession as well as in the layety. The outstanding leader, however, was Horace Mann, whose services in the field of education are well known to the general public. Mr. Mann, as Commissioner of Education for Massachusetts, had started a campaign as early as 1837, looking to the establishment of an adequate system of public education for the state and for facilities for the proper training of teachers.

Many interesting features of the first normal school are of interest at this time. The school was designed specifically "for the qualification of female teachers for common schools."[1] Enrollment, therefore, in this first normal school was limited to women. Announcements concerning the opening of this school furthermore specified that applicants must be sixteen years of age and in good health; that they must publicly declare their intention of becoming teachers. They were required before entering the college to undergo a preparatory examination and to prove by it that they were "well versed in orthography, reading, writing, English grammar, geography, and arithmetic."[2] Tuition was free. We are told that despite wide publicity only three young women were present on the opening day to take the examinations. Cyrus Pierce was the first principal of this college, and his salary was fifteen hundred dollars.

The first normal school encountered a lot of opposition. This opposition to some extent came from the religious press, which feared greatly efforts on the part of the state to educate its teachers. Opposition came also from another source. There was a decided and profound conviction on the part of many leaders in education at that time that training teachers amounted to nothing, for it was generally believed that anyone who understood a subject could teach it. Notwithstanding these and other sources of opposition, the normal school began and has continuously carried on its work.

During the one hundred years since the establishment of the Lexington normal school, much interesting educational history has developed. The

* An address delivered over radio station WREC, Memphis, Tennessee, March 29, 1939, in connection with the Forty-third Annual Meeting of the Southern Association.

[1] *Common School Journal*, March 15, 1839.

[2] *Ibid.*

public school system has become almost universally the medium of education through the secondary level. In the Southwest and in the Western states and in many of the Eastern and Southeastern states, the public school system has largely supplanted the private academies which flourished in the early history of our country. Teacher training colleges and other colleges have developed rapidly and largely because of what happened in Massachusetts in 1839.

There are today in the United States 179 teachers colleges and sixty-nine normal schools devoted entirely to the training of teachers. Generally speaking, a teachers college offers four or more years of work while a normal school offers less than four years of work. In addition to these 248 teachers colleges and normal schools, there are other general colleges doing excellent work in teacher education. This address is not intended to overlook, discount, or undervalue the work done by these general colleges in the field of teacher education. This address, however, is limited by request to a review of publicly supported teachers colleges in the South, and the data submitted in this radio broadcast is derived from this type of college. Relative to the 248 teachers colleges and normal schools, the following data may be of interest: 196 are publicly supported colleges for white teachers; eleven are publicly supported colleges for Negro teachers, and forty-one are privately supported colleges, mainly for white teachers.

The Southern Association of Colleges and Secondary Schools includes the following Southern states: Texas, Louisiana, Mississippi, Tennessee, Alabama, Kentucky, Georgia, Florida, North Carolina, South Carolina, and Virginia. Arkansas and Oklahoma are not included because they are members of the North Central Association of Colleges and Secondary Schools. Wherever I shall use the term "Southern," therefore, it includes institutions located in the eleven states just enumerated.

There are in these Southern states thirty teachers colleges for white teachers, and four normal schools for white teachers publicly supported; three teachers colleges and four normal schools for Negro teachers publicly supported. There is in this area only one privately endowed institution for the training of white teachers, and that one is the mother of teacher education in the South. Peabody College, at Nashville, Tennessee, is one of the leading teachers colleges in the United States, and much credit for the development of education in the South should go to this very worthy institution. It is not included in the data given in this address, however, because it is not publicly supported. Of the forty-one teacher-training colleges in the Southern states twenty-seven are members of the Southern Association, and all are colleges for white teachers. They are distributed as follows: Texas, seven; Louisiana, one; Mississippi, two; Alabama, four; Georgia, one; North Carolina, one; Tennessee, three; Kentucky, four; and Virginia, four. The growth and development of the twenty-seven

teachers colleges is remarkable as shown by reports they have made. The first of these colleges was established at Florence, Alabama, in 1872; the second, at Troy, Alabama, in 1873, and the third, at Huntsville, Texas, in 1879. Three normal schools were therefore established in Southern territory between 1870 and 1880; four between 1880 and 1890; one between 1890 and 1900; nine between 1900 and 1910; one between 1910 and 1920; six between 1920 and 1930; and none since 1930. It will thus be seen that Alabama led the Southern states in establishing teacher-training institutions, followed closely by Texas.

The physical plant of the school located at Huntsville, Texas, in 1879 was then not in excess of $20,000, and the annual budget was less than $10,000. Much interesting information concerning the growth of these institutions can be, therefore, recited at this time. The evaluation of the physical property of twenty-four of these twenty-seven teachers colleges is now, in round numbers, $40,000,000. This does not include library books, which are conservatively estimated to be worth $2,000,000. The twenty-four teachers colleges from which reports have been received have 757,676 library books not including newspapers, magazines, congressional reports, and other non-accessioned library materials. There are 1,500 faculty members in these twenty-four colleges. Many of these faculty members hold the highest degrees possible for teachers to receive; namely, the doctor of philosophy degree. The per cent of Ph.D.'s in the faculties of the teachers colleges ranges from 5 to 35 per cent.

In the long session of 1937-38, there were enrolled in twenty-four of the Southern teacher colleges reporting 22,587 students, while the enrollment for the summer session of 1938 in these same schools was 23,404 students. There were graduated from these institutions in 1937-38, 4,830 students with either an undergraduate or a Master's degree. The most remarkable information concerning these schools is that appropriations and fees used for current expenses not including capital outlay for 1937-38 amounted in round numbers to $8,000,000. This gives an average of approximately $333,000 annually to each one of the twenty-four institutions reporting.

The teachers colleges of the South have not been slow in improving their standards of work. They now belong to the rating agencies of the United States, and their work has been approved so that their graduates may enroll without penalty in the best graduate colleges and universities of the United States. Practically all of the teachers colleges in the South belong to the American Association of Teachers Colleges, which is a rating agency of very high standards. Teachers colleges were first admitted to membership in the Southern Association in 1925. In this year, five teachers colleges from Texas were admitted to membership, and since that time, as previously stated, twenty-seven of these colleges are now members. As al-

ready indicated, this does not include Peabody College at Nashville, which we all know early became a member of the Southern Association.

The teachers colleges in the South when first organized were normal schools offering one, two, and sometimes three years of work. Prior to 1915, they were not colleges in the true sense of the word, but were merely regarded as institutions preparing teachers for certification. Anybody could go to a normal school for a few months, review subjects required in teachers' examinations, take these examinations, and if the grades made were sufficiently high, he was licensed to teach in the public schools. In 1916, three of the state teachers colleges began offering work leading to undergraduate degrees, thereby greatly raising the standard of work done in these institutions. Now, all of the twenty-seven colleges which are members of the Southern Association offer work leading to undergraduate degrees.

This development in standards, however, does not complete the story. In 1929, another phase of progress in the teachers colleges of the South began. In that year one of the teachers colleges located in North Carolina began offering work leading to the Master's degree. Today, there are eight teachers colleges in the Southern territory offering graduate work, seven of which are located in Texas. This movement offering five years of teacher training in publicly supported teachers colleges is spreading rapidly throughout the nation.

The teachers colleges of the South have for more than fifty years been leaders in public as well as in private education. Their faculties are well trained. Their libraries and laboratories are exceedingly well-equipped; their physical plants are above the average possessed by American colleges, and their graduates and ex-students are serving every phase of public education. Graduates of the teachers colleges are in evidence in every state of the union and many of them hold high and responsible positions, not only in education, but also in the councils of the nation. No superior claims are here offered for these colleges. They are not due all the credit for progress in education, but their contributions are noteworthy and are no doubt appreciated by the general public.

The Woman's College in the Cultural Development of the South*

By B. L. Parkinson
President, Mississippi State College for Women

Contemporary with the South's period of greatest cultural development is the origin and growth of the woman's college. The most significant advances in the growth of Southern culture parallel the beginning and development of colleges for women. Among the institutions of the South, the woman's college was a late comer. Two hundred years after William and Mary began the liberal education of men, the first woman's college came into existence to add its elevating influence to a picturesque South of hoop-skirts, gracious ladies, and courtly gentlemen. Now there are in the South seventy colleges for women enrolling 25,000 students. This is 25 per cent of the total number of women enrolled in colleges and universities of this region. One hundred years ago, there was in the South only one college for women claiming for itself the same academic standards as the better men's colleges of that day.

Prior to 1836, when Wesleyan College, the pioneer among degree-conferring colleges for women, began its existence at Macon, Georgia, women who desired the higher education had to "bootleg" it. Now, however, there are in the South more colleges for women than for men. Today there are ten college women for every thirteen college men. From the colleges for women in the South it is estimated that more than 160,000 women have gone out as alumnae since 1836. In manners, in morals, in religion, in the humanities, in the fine arts, as well as in the useful arts of home-making, teaching, trade, and commerce, these thousands of graduates of women's colleges have contributed richly to the cultural development of the Southern area.

Scholars who have made a special study of colleges for women agree that these centers of learning have been unique among institutions of higher education in that they have made learning the main show; they have adapted their curriculums and instruction to the needs of a woman's world; they have given special emphasis to their offerings in music and art; they have been democratic in their way of life, including uniformity of housing facilities, simplicity of dress, absence of sororities, and policies of control; they have been experimental in their attitude toward educational problems; and they have assumed responsibility for the physical, social, and spiritual, as well as the intellectual, development and growth of their students. These six unique practices of colleges for women have produced a product, a body of alumnae distinctive in their refinement of mind, taste, and manners, and

* An address delivered over radio station WMC, Memphis, Tennessee, March 30, 1939, in connection with the Forty-third Annual Meeting of the Southern Association.

in their ability to cope with the world of practical affairs. Graduates who have had these unique advantages of education in colleges for women have composed good music; have written superior fiction, short stories, drama, and poetry; have revealed new truths through their researches; have played leading roles as actresses and prima donnas; have quickened civic life by their participation; have extended and improved the services of social welfare agencies; have taught effectively in elementary and high schools, in colleges and universities; have contributed to the spread of religion; and have stimulated general interest in and appreciation for art, literature, music, and drama through women's organizations and their sponsorship of concerts, museums, libraries, and other means of culture. The inspiration for these activities, as well as the basic knowledge and skill involved in planning and executing them, is the outcome, in large measure, of the liberal education acquired by these women leaders in colleges, principally in women's colleges, because of the preponderance in number of graduates of women's colleges in the South, and because of the unique quality of education given to its students by the woman's college. The disciplines acquired by women through emphasis given to learning and scholarship by colleges for women in the arts and sciences, liberalize in respect to ideals, sympathies, and convictions. Such disciplines free from ignorance, narrowness, and prejudice in the many relationships of life and inspire in a peculiar manner the liberally educated woman's college graduate to seek expertness in the fine art of living. Furthermore, these disciplines contribute to that freedom of spirit and to those sources of power inherent in the cultural ideal for which colleges for women have ever stood.

On the practical side, college education enables women to be more successful wives, mothers, and home-makers. Notwithstanding the fact that college education for women is looked upon as a dangerous agency for reducing the marriage rate, graduates of women's colleges marry in as great a proportion as do women graduates of co-educational institutions and in greater proportion than do women who have not attended college. Furthermore, college-educated women seem to be more happily or more successfully married than women in general, since the percentage of divorce among college-trained women is considerably lower than among married women in general.

Equally significant is the fact that mortality in early childhood among the children of college-educated women is much lower than among the children of non-college-educated women. There are many other evidences of the superiority in general of college-educated mothers. Recently a research scholar of my acquaintance made an investigation of factors which influence the success of college freshmen as revealed by grades, marks, or class standing. Some twenty factors were studied. But the factor that correlated highest with freshman success was a college-educated mother.

The college-educated homemaker presents objective evidences of her accomplishments in improved menus and cookery; home-management and budgeting; house planning and interior decoration; landscaping and costume design. These outcomes of applied science and applied art to the problems of the home may be observed throughout the South by even the casual observer. All of these evidences of improved hygiene, sanitation, economic management, comfort, design, and aesthetics as they apply to the home trace their origin and inspiration in the South to the woman's college, the pioneer in the higher education of women. These accomplishments of the college-educated wife, mother, and home-maker certainly contribute to a more abundant physical, economic, social, intellectual, and aesthetic way of life. This conclusion is supported by statistical data and the personal testimony of college graduates and citizens in general in large numbers.

There is also abundant evidence that college educates women for more effective living in respect to the many vocations which college women occupy. Nearly 60 per cent of all women college graduates engage in some gainful occupation. There is objective evidence that college education has an economic value; that women who hold college degrees are in greater demand by employers than non-college educated women; that college women are better paid on the whole than are women who are without college education. To women of college education there are open many occupations which do not admit women without such training. Through general basic courses which provide training needed by all regardless of ultimate goal or occupation, as well as through specific courses directly related to these different occupations, colleges attended by women contribute to the preparation of workers in all occupations. Thus the college gives economic emancipation and freedom to women who pursue its courses. In this way the college provides for many of its women graduates a means of self-expression, as well as a material basis of human life and culture.

The extracurricular activities, as well as the curricular requirements of college life, prepare women for general participation in civic, social, economic, and religious affairs. These unofficial student-sponsored activities where women compete with women supply opportunities for student participation which liberalizes, democratizes, gives opportunity for self-expression, and results in physical, intellectual, social and spiritual cultivation. Under the guidance of expert direction any well-organized college provides opportunities to students to play in the orchestra, to sing in the glee club, to act in the theatre guild productions, to debate in the forensic club, to dance in the ballet, to represent their classes in the swimming meet or the archery finals, or the tennis tournament, or the basketball or hockey events. Stimulated by sympathetic faculty sponsorship, students organize themselves in class honor societies, departmental honor societies, departmental clubs, and other groups for the purpose of independent study discussion and social

diversion. Still other mediums of student participation and expression are the student publications, such as the newspaper, the magazine, and the year book. Student parties, student banquets, student proms, student receptions, and other student social functions provide opportunity to develop the social graces and to facilitate the social amenities. And most important of all is the student government organization which within limitations gives students opportunity to apply their theories to their own self-government and to participate therein. When the life of a campus is thus organized and thus directed, students live in a minature protected society of their own where they have the privilege and responsibility of self-expression, participation, and experimentation, under competent guidance, in a range of activities typical of the most advanced adult community. With such arrangements for social life among the students, the liberal element and the citizenship element are supplied indirectly. Just as in the days of Tennyson, students of today

> ". . . . . hold debate, a band
> Of youthful friends, on mind and art,
> And labour, and the changing mart,
> And all the framework of the land."

These various types of student participation develop skills, inculcate habits and ideals, transmit knowledge, stimulate interests, and unfold powers which eventuate in desirable and constructive personality traits, which enrich life and add to the significance and zest of living.

The "Woman's College in the Cultural Development of the South" for a hundred years has been indeed a potent factor contributing both directly and indirectly to a finer and more abundant way of life.

Contribution of the A. and M. Colleges to Education in the South*

By E. W. Sikes
President, Clemson College

Dr. Crabb: Dr. Sikes, you were connected with liberal arts colleges befor you came to Clemson. Will you now tell us the distinctive objectives of these A. and M., or Land-Grant, colleges?

Dr. Sikes: Dr. Crabb, I think every institution should be distinctive and have some definite objective. The purpose of these A. and M. colleges is to raise up, qualify, and send forth more young people to improve the economic and social condition of the states in which they are located. These institutions came to the South at the end of the great Civil War upheaval. They came at a time when the economic system based on slavery had passed away. This system had been wasteful and unwholesome. The founders of these institutions felt that the time had come when the farmer and mechanic needed training such as had been provided for the so-called learned professions.

This was a revolutionary idea in education. Hitherto it had been felt that the farmer learned his vocation through imitation and the mechanic learned his through apprenticeship. Now it was proposed to teach and train them for their vocations. It meant that applied science would supplant tradition and authority; it meant that science, the laboratory, and experimentation would take the place of languages. It was a novel idea which shocked conservatism.

At this time there was much public land held by the Federal Government. These lands had been given to railways and other corporations. It was now proposed to divide these lands among the states for the purpose of founding the so-called Land Grant Colleges. The Federal Government under the first Morrill Bill stimulated the idea by making federal grants for instruction in specific subjects.

These institutions were not founded because there were not enough colleges. In every Southern state there were a number of high-grade colleges but none gave special attention to the farmer and the mechanic, to agriculture and engineering. The A. and M. colleges came to the South in its hour of need. The poverty that followed the Civil War and Reconstruction was heavy upon us. Agriculture, the basis of our civilization, needed stimulation—it was the one way left by which people could earn a liveli-

* A discussion broadcast by radio station WMC, Memphis, Tennessee, March 30, 1939, in connection with the Forty-third Annual Meeting of the Southern Association. Dr. A. L. Crabb, Professor of Education, George Peabody College for Teachers, who directed the radio program, acted as interviewer.

hood. The savings of the former generation had been invested in slaves, and this $2,000,000,000 had been swept away. The economic life in the South had to start from the scratch—it was really pioneer days again. It was at this time that there came to the South these institutions with the distinctive purpose of meeting this situation—of helping the needy earn a living.

Dr. Crabb: Dr. Sikes, how do you try to accomplish the objectives?

Dr. Sikes: First, by the curriculum that requires certain basic courses which are common to most colleges. These are service courses which prepare students for the courses in which they major. Second, by following with major courses. *Agriculture* has many majors including agronomy, economics, animal husbandry, dairying, horticulture, entomology, agricultural engineering, and vocational agricultural teaching. *Engineering* has architecture, chemical engineering, civil, electrical, and mechanical engineering. The *textiles* courses include textile engineering, dyeing, weaving, and designing. Chemistry is made the basis of agriculture. Physics and mathematics are bases of engineering.

In these institutions all students take laboratory courses. Laboratories, not the libraries, are the core of these schools. The work is a good illustration of learning by doing. The shop, the forge, the foundry, and the textile plant are busy places. By these methods the men are trained to engage in research, to look for new plants and new devices. The subject matter is forever changing. Investigations keep the teachers in major subjects ever on the alert. Scientific discoveries soon make textbooks out of date.

In addition to the resident faculty, who teach students in the classroom, there is a large outside faculty engaged in teaching out in the fields and on the farms. In coöperation with the U. S. Department of Agriculture experiment stations with farms are located in various parts of the state. Here trained scientists are engaged in both fundamental and secondary research. At these stations there is prepared subject matter in plants, animals, and economics for teachers.

It was early realized that this information was useless if it remained locked up in bulletins, so there was organized an extention service to carry this information to the farmer and the stockraiser. Most counties have a county agent who is the mouthpiece of the research station, and a home demonstration agent who is trained in domestic sciences and arts. These groups reach people who never have been to college but who are engaged in agriculture and industry. The vocational teachers in the public schools engage in a similar work. Through these means the social and economic life of rural families can be enriched.

Dr. Crabb: Dr. Sikes, what evidence have you that these objectives have been obtained?

Dr. Sikes: The most striking evidence is the improved efficiency in agriculture. A better staple is grown, better seeds are used, a larger yield is secured, proper fertilizer is selected, and better cultural methods employed. These things are fundamental to a section whose population is largely agricultural and dependent on agriculture. Through these institutions the teaching of agriculture has entered the public schools and thousands are reached in this way. The future farmers realize that agriculture calls for a high grade of intelligence. The work among these boys and girls, who will continue to live on farms, reveals that this training enables them to produce larger yields at less cost. They learn not only to do but why to do. Nothing is more stimulating to mental development than to ask "why." "How" is only manual labor, but "why" is intellectual. "Why" breaks down tradition and custom. The methods of scientific investigation are inimical to political despotism, ecclesiastical bigotry, and economic traditionalism. Civilization advances through the mastery of the natural resources with which bounteous Heaven has endowed us. Teaching men how to preserve the soil, how to analyze it, how to improve it, means the preservation of the foundations of Southern civilization. A land flowing with milk and honey can become a desert. This type of education is teaching the love of the soil, and to me it is questionable whether democracy can exist if removed from close contact with the good earth.

In the eighteenth century Malthus terrified the world by saying that population would outstrip the food supply and starvation would result. The efficiency of agricultural methods has answered the question so well that the surplus becomes a problem.

These institutions have emphasized the significance of water power and harnessing it to the wheels of industry. While the South will remain agricultural, it must become more industrial. It must learn to transform its products into greater utilities. There is not a plant that grows, an animal that walks, or a mineral that the earth holds but what can be transmuted into something of greater utility. New crops must be found and new machines invented. Old crops must be made into new money-making crops. Diseases of plants and animals must be combatted. Rural life must be strengthened through the home, the church, and the school. All must be fitted to the needs of the present day. This can be done only by the popularization of scientific knowledge, the wider dissemination of known facts, and the more complete diffusion of information. This is the task of the A. and M. colleges. While these institutions are not unmindful of the cultural and the spiritual, they must ever keep in mind that their task is to help the farmer and the mechanic. They must help answer the prayer for daily bread, help to clothe the naked, and feed the hungry.

The last words of that great Southern statesman, John C. Calhoun, spoken in 1850 were, "The South, the poor South, what is to become of her now?" His son-in-law, Thomas G. Clemson, later answered by saying, "There can be no civilization without population, no population without food, and no food without phosphoric acid." He left his own wealth and Calhoun's plantation to his state for the founding of an A. and M. college.

The Southern University Marches On*

By J. D. Hoskins
President, University of Tennessee

The Southern University marches on! My interpretation of this statement is that "Southern University" is all-inclusive, for universities are made up of colleges; and I am thinking of the South as a great section with a greater university, which I shall call "Southern University," including all of the colleges and graduate schools in the South, devoted to the care of higher educational interests and consecrated to the service of the people of this area. "The University Marches On" is a very optimistic title, especially in view of the financial stringencies that have all but strangled higher education in the past several years.

The measure of advance of this "Southern University" includes a wide variety of characteristics of growth. Some of these, notably financial support, are not encouraging. On the other hand, some of them, like growth in spirit and power in spite of financial difficulties, indicate a supreme advance in devotion to higher education.

What is the setting of growth in measure of individuals reached during a period of ten years? In 1924, all elements of society were prosperous and reasonably happy. In 1934, ten years later, the country was barely beginning to emerge from a serious depression. I should like to refer you to the growth of universities in fourteen Southern states during this period.

In 1924, there were 140,000 students enrolled in the universities and colleges of the South. In 1934, there were 230,500—an increase of more than 60 per cent in college enrollment. For the country as a whole in these ten years the increase in college enrollment was from 726,000 to 921,000, or only 26 per cent. There were one-third as many students in college in the sad year of 1934 as in high schools in the same year. There were two and one-half times as many students in college as there were high school seniors in that year. In the spirit of service as represented by resident teaching, therefore, this great university we are talking about has reason to be congratulated because of successful growth.

Now we may look at this thing in another way and will reach the same conclusion. In 1924, there were more than 15,000 degrees granted by this great university; whereas ten years later there were 32,200 degrees granted. This is an increase of more than 100 per cent in college degrees granted. In this period the increase in first degrees for the country as a whole was only 72 per cent. The increase in high school enrollments over the same period

* An address delivered over radio station WREC, Memphis, Tennessee, March 30, 1939, in connection with the Forty-third Annual Meeting of the Southern Association.

was a little more than 60 per cent. Thus, again, whether we measure the growth in college service to individuals in residence by comparison with the country as a whole or by comparison with high school enrollment, this "Southern University" has made much more than satisfactory progress.

But what of the years since 1934? I am sorry that data from the South as a whole are not available. From six universities taken at random, however, the enrollments are discovered to have increased from 15,600 in 1934 to 23,300 in 1938, a growth in the last four years of 50 per cent. There is ample foundation, therefore, for the statement that college and university attendance has been increasing at a progressively rapid rate over the past fifteen years, in spite of the serious depression through which the country has gone. There is also ample evidence in the data I have presented to show that these students are in an increasing ratio completing their courses and receiving their college degrees. In other words, in respect to numbers this "Southern University" *is* marching on.

The pattern of a university embraces three phases of service—and certainly the pattern of this "Southern University," which consists of the combined universities and colleges of this area, must be thought of as following this three-fold pattern—namely: the pattern including obligations for teaching students who come to school, which is called resident teaching; for adding to the total of human knowledge and the applications of knowledge, which is called research; and for leadership in and stimulation of and provision for the expansion of information among adults of its area, which is called extension.

In this thing of research or addition to the field of human knowledge, this "Southern University" has made a contribution. Some of the institutions have made valuable additions to medical science and surgery. In practically every state there are experiment stations continuously adding information for the welfare of the farmer and the man or woman in the rural area. In practically every state there is an institution with an engineering or industrial experiment station, feeding the industries of the area and also covering such problems as highways, etc. Many are digging into the problems of the merchant and the banker with investigations of commerce. Every state is working out problems incident to governmental economics and regulation. At least one of the states is a national leader in sociological investigations. And so on throughout the various fields of life problems in the area, organized research in certain large problems is in progress.

Moreover, for all college teachers the Southern Association regulation fixes the maximum load of teaching hours at sixteen. This is not, as one might suppose, to give the instructor the limited amount of sixteen hours of work in a week, but rather to provide for the institutional requirements that he shall devote approximately two-thirds of his time to advancing the knowledge in his field and to preparation for the better accomplishment of his

work; so that sixteen hours a week means at least forty-eight hours of work per week.

It is not, of course, possible for each one of the institutions to do a great amount of study on all of the problems of the area. It is rather wise for one institution to pursue study in a particular field of problems in which its facilities may the more readily be built; a second, another particular line of research; and a third, another particular line of investigation; and so on throughout all the elements of this great "Southern University." By this sort of coöperative effort, which is in fact unconsciously being followed, I am sure this "Southern University" is making its contribution to learning through research.

Now in the field of extension, sometimes called adult education, comprising really the extension of the university or college facilities and faculty to the area which is served, the past two decades demonstrate remarkable progress. All institutions, some of them rather unconsciously, are engaged in one way or another in passing along, either formally or informally, information, leadership, and stimulation to their peoples. When we speak of organized extension in this "Southern University," we are talking principally about the service of those institutions that derive their support from the public and that consequently have the direct obligation of returning to this public and to the adults who support them some measure of adult service.

Every state in this area has organized extension service reaching its citizenry. This extension comprises two types of adult service: the agricultural extension service, devoted to adults engaged in all phases of rural life, assisting them in rural life problems; and the general university extension service, serving the elements of the population interested in problems other than those directly concerned with rural life. The differentiation between the two is principally indicated by the types of adult service rendered.

Agricultural extension was established a quarter of a century ago and operates under the coöperative support of the Federal Government, the state, and the particular counties receiving educational services. I have no collective data on the extent of this service throughout the area but would like to give you an illustration by using the state with which I am familiar. During the year just closed the University in this state recommended improved practices that were carried out on 122,629 farms and in 39,169 homes in a total of 2,487 communities of the state. There were over 3,000,000 educational contacts through various educational media: enrollments of over 62,000 boys and girls in club work, more than 13,000 in study and recreation camps, 29,700 women in community home demonstration clubs, and 5,000 women in summer camps. In addition, there were more than 120,000 farmers cooperating in the Agricultural Adjustment program, which brought the farmers of that state more than $50,000,000 in benefit

payments in the last several years. This program can, I am quite certain, be shown to have been duplicated in every other state in this area.

I shall likewise have to illustrate rather than give complete data on the several states by using this particular state in respect to the spread of adult education through general university extension. In the past year in that state there were taught some 4,500 adults in college and non-college work; 82,200 informational bulletins and pamphlets were issued; 14,000 extension library requests were filled; lectures were delivered to 116,000 hearers; and a radio audience of over 100,000 listeners was given radio lessons throughout the year. There were also about 5,000 other individuals given informal educational services. This is duplicated in almost every other state in the South, and in some this service is surpassed.

Aside from the regularly organized extension work of this "Southern University" we are talking about, there is the unorganized stimulation and influence and educational service of the great majority of colleges of which no record is made but from which untold benefits accrue to their clientele.

Should I stop here, my picture of the "Southern University's March" would be unfair. We would be "covering our head in the sand" while the storm destroys our body. The picture I have given is a summary of results secured through sacrifices in body and spirit by university and college faculties, of depletion of necessary physical and technical resources, of growing obsolescence of plants. A contract requires the participation of two parties, and this thing of education is a business. The condition of this "Southern University" is very much that of a runner on the track who uses up first all his apparent resources and then passes into a second stage wherein he depends on his second wind, reaching down and obtaining resources that apparently were not there. And then, if the race is long enough, he reaches a third stage—the stage of exhaustion. My record of accomplishments for this "Southern University" is bright, but it would not be proper were I not to issue a prophecy of gloomy foreboding.

The colleges and universities of the South obtain their resources through a variety of avenues—some of them through endowments, and investments of these endowments have depreciated; some of them through gifts, and large gifts are not freely forthcoming; a very great number of them rely on public taxation, and these have suffered severely. You, the public, as indicated by this picture, have disclosed your hunger for the services of these institutions. You need them; you know they are of value, not by reason of their spirit of altruism but by the plain common-sense business value which they render. They have sacrificed to meet your desires. One party to this educational contract has fulfilled all his agreements.

From the other side, speaking frankly, there has not come complete fulfillment. Let me illustrate again. Here are the per capita investments in public higher education in the South: Louisiana, $2.26; Texas, $1.38;

Florida, $1.07; North Carolina, $0.73; Virginia, $0.68; Alabama, $0.68; Kentucky, $0.67; Arkansas, $0.67; South Carolina, $0.55; Georgia, $0.49; Mississippi, $0.49; and Tennessee, $0.30. Institutions depending on private sources are suffering just as severely, if not more severely. This condition cannot go on. The day of reckoning is at hand. Either certain types of service will be discontinued or the quality of all will be lowered.

We all believe in the South. We have enough information to know that financially and socially the South has the greatest possibilities of any area in the nation. The answer to what the South will *be* is contained in the answer to what the South will *do* for education—higher education as well as that leading through the grades and the high school.

The Work of the Southern Association*

By Shelton Phelps
President, Winthrop College

The theme of the program of the current meeting of the Southern Association of Colleges and Secondary Schools is "Education as an Instrument of Social Progress in the South." The burden of the thought of the Association as expressed not only in its present Memphis program but elsewhere is stated in this same theme. Paralleling the program, in the February issue of the Southern Association Quarterly is an unusual collection of articles dealing with this same subject. It is not amiss to begin this discussion by an enumeration of these authors and titles. If sources are sought for this discussion, they could easily be found in this same number of the Quarterly. To those who have read the Quarterly closely, this discussion will be found to refer frequently to the thought expressed in the articles named. These articles are:

"Southeastern Problems and Prospects," by Dr. F. S. Beers, Examiner and Executive Secretary, University System of Georgia;

"Education as an Instrument of Social Progress," by Dr. H. L. Donovan, President of the Southern Association of Colleges and Secondary Schools;

"Education as an Instrument of Social Progress," by President Guy H. Wells, Georgia State College for Women;

"Higher Education as a Means of Social Progress in the South," by Dr. James R. McCain, President of Agnes Scott College;

"Higher Education and Southern Problems," by Dr. Edgar W. Knight, Kenan Professor of Education, University of North Carolina;

"The Importance of Curricular Readjustment in the Schools of the South," by Dr. K. J. Hoke, Dean of the College of William and Mary;

"The Importance of Curriculum Revision in the South," by Dr. Doak S. Campbell, Dean of the Graduate School, George Peabody College for Teachers;

"Curricular Adjustment: A Contribution to Economic and Civic Progress," by Dr. Henry H. Hill, Superintendent of Lexington Public Schools, Lexington, Kentucky;

"High Schools as Instruments of Social Living," by President Edward Conradi, Florida State College for Women;

"Education and Social Progress," by Associate Superintendent Charles A. Brown, Birmingham Public Schools, Birmingham, Alabama;

* An address delivered over Nation-wide NBC Hookup from Memphis, Tennessee, in connection with the Forty-third Annual Meeting of the Southern Association.

"Education as an Instrument of Social Progress in the South," by Assistant Superintendent T. Q. Srygley, Port Arthur, Texas;

"Education as an Instrument of Social Progress in the South," by Dr. M. R. Hinson, Professor of Education, Florida State College for Women.

The titles and authors included in this symposium indicate the prevalence and the importance of the thought of education as an instrument of social progress in the Southern Association. Particularly is this true when it is borne in mind that all of the authors mentioned are active workers in the Southern Association of Colleges and Secondary Schools. It is the aim of my discussion to attempt to point out the relationship of the fundamental problems of the Southern education to the future work of the Southern Association.

The work of this Association is approximating the close of a half-century of work. In its early history, its function compared to the more complex function of today was relatively a simple one. Prior to the formation of the Southern Association, the great problem confronting Southern education was the encouragement of higher education and secondary education of standard quality. Standardization was the word which was developed to describe this function, and the Association became known as a standardizing agency. The acquiring and maintenance of certain defensible minima in equipment measured in terms of quantity became the criteria for evaluation. The possession of these qualifications became indispensible to the successful life of a standard college, and the approval of the regional Association was carefully sought by institutions serving Southern students. Too high praise cannot be given the Association and the men who carried it through this first period of its existence. Incalculable benefits were conferred upon the Southern public, and standard high schools and accredited colleges became, in theory at least, the accepted order of the day.

Among the problems of the South, vying with its widely discussed economic difficulties, is a characteristic of Southern thought and action. Dr. Beers in his article says: "More than upon anything else the solution of the problems of the Southeast depends upon a developing sense of community; and regional problems may well appeal for their resolution to a regional recognition of them and to a regional morale." Quoting later from Walter Wilbur's *Special Problems of the South*, Dr. Beers continues: "It is trite to refer to the individualism of the South, but the implications of the sectional intensity of this characteristic affect every phase of its social and economic life. It is hardly an exaggeration to say that the typical Southerner is without even a rudimentary sense of community." Accepting these statements as a fairly accurate description of one of the characteristics of this region, it is pointed out that the Southern Association of Colleges and Secondary Schools was, from an educational standpoint, perhaps the first

recognition and expression of this sense of regional community. Whether or not formally expressed, even if by many not wholly recognized as such at the time, one of the results of greatest importance growing out of the forming and carrying on of this regional Association was its reducing effect on individualism and the converse effect on the development of a regional view. Recognizing this same individualism and the building of a wider concept, particularly a regional concept, as a fundamental problem of the South, it is here pointed out that the continuation of the development and fostering of this regional voice is a by-product of the long continued work of the Southern Association and is of paramount importance.

Widely heralded have been the South's economic difficulties. The bulletin widely distributed under the sponsorship of the President of the United States and heralded by its striking title "The Nation's Economic Problem Number One," has insured great attention for the resulting educational difficulties of the South. President Donovan's statement that "the South must educate one-third of the nation's children with one-sixth of the nation's school revenue" illustrates well the place economic difficulties have among Southern problems. President Frank Graham's widely quoted statement to the effect that if all of the money raised by taxes in at least five Southern states should be devoted to educational purposes, there still would not be available for educational support half the commonly accepted absolute minimum for that purpose further enforces the same view. Without pausing to discuss the causes of this situation, it is here intended only to point out its general acceptance and to discuss briefly a few of its educational implications.

The two quotations from President Donovan and President Graham relate mainly to the support of public elementary and public secondary schools. It must be borne in mind throughout this discussion that the work of the Southern Association of Colleges and Secondary Schools deals not only with higher education but with secondary education as well. If the Association originated in the efforts of the colleges and universities, it is equally true that it has been carried on through the years no less by the efforts of high school principals and superintendents. The work of the Secondary Commission has been strikingly prominent in the annals of the Southern Association.

President McCain has clearly pointed out the effect of the economic situation in regard to higher education. Says he in his article in the symposium already referred to: "In order to make real social progress we need to have in the South a number of strong institutions. For example, in the five coast states of the Southeast—South Carolina, Georgia, Florida, Alabama, and Mississippi—there is no university yet qualified to give the degree of Doctor of Philosophy or to take outstanding leadership in the development of the section." Comparing these same Southeastern states, by

the presentation of a very striking map, to a similar area and grouping in the Northeast Dr. McCain says: "The total of the endowment of private educational institutions in the Northeastern section is approximately $700,000,000; the total in the Southeastern section is only $26,000,000." One of the fundamental problems of Southern education is to promote and develop, as Dr. McCain expresses it, educational centers throughout the Southern region comparable to the educational centers in the Northeastern region, if the South would check the drawing off of its brightest youth to other regions. Dr. McCain points out very encouraging beginnings which have been made in that direction now in such centers as those which have been developed at Chapel Hill and Durham, North Carolina, at Atlanta, Georgia, at Nashville, Tennessee, and at other places. Manifestly the work of the Southern Association in its coming years will embrace the recognition of such centers and their aid and development. Consolidation of higher institutions, even as the elementary and secondary schools have been successfully consolidated, lies ahead as a problem of education in the South in order to make the most of scanty means. As a result the fostering of such a development becomes a function of the Southern Association of Colleges and Secondary Schools.

Returning to the discussion of the secondary division of the work of the Southern Association, stress is placed upon the rapidly developing changes which have taken place and are taking place now in the high schools in the Southern region. On a national scale due to the work of a national cooperative study of secondary schools, an evaluation movement is rapidly gaining in importance in most of the states in the South as well as throughout other regions, which shifts the standardizing work in regard to high schools to new bases. In brief, that shift substitutes study by a survey group for inspection, recognizes research and experimentations as the means for discovering best methods of doing high school work, and culminates in an evaluation of the results obtained. This evaluation is reached through the setting up of criteria to be used by a group of competent judges in the evaluation of results. This departure probably pictures the evaluation of high schools in the future and is the direct result of adapting standardizing procedures to the rapid growth in high schools. The expansion in the number of sound objectives set up for high school achievement, and in the great liberalization in teaching methods and in the general atmosphere of the high schools, have aided the movement in the direction described. If one wish could be expressed, and if that wish were to be a simple one, it would be that every one in this type of work, either from the standpoint of the secondary school or from the college, read Dr. Henry Hill's article in the symposium. Particular attention is called to two quotations from that discussion. "First, nothing should be done which in any material way nullifies any sound objectives now being attained in whole or in part." This is

illustrated by Dr. Hill by using the obligation which the high school has to its patrons to carry on college preparation while at the same time taking on the newer emphases which characterize that field. Another quotation from the same article, "Adjustments must be made realistically," strikes vigorously at a very much publicized, would-be philosophy in education. Quoting from Dr. Hill: "The nostalgic classicist lives in a pleasant pipe dream of his own imagination when he urges the schools to return to the study of Aristotle and Plato and the other great thinkers of all time. Such a vision is possible only to him who has never taught a heterogeneous ninth grade class in a public high school." In the light of these general principles, and in accord with them, are set out nine specific principles to guide one's work which it seems that all would profit by reviewing. The experimental study of the thirty-three Southern high schools, members of the Southern Association, is called to the attention of all high schools in an interesting way. Associate Superintendent Brown's article and Assistant Superintendent Srygley's article in the symposium also deal with the secondary phase of the Association's work.

Limits of time and space prohibit consideration of all the studies in the symposium and require that this discussion be brought sharply to a summary and conclusion. Be it said in summary that from the high school and college situation in 1875 in the Southern States to the 1939 situation in these same states is a long stride. Chancellor Carmichael of Vanderbilt University, which institution under the direction of Chancellor Kirkland, President Emeritus of the Southern Association of Colleges and Secondary Schools, took a very active and very prominent part in the development of the Southern Association, is quoted in regard to the college situation in 1875. He said: "In 1875 there were in nine Southern states approximately 3,700 students, 2,500 of whom were in the two states of Kentucky and Tennessee." There are several state schools among the several in these two states which now in the course of the year enroll as many students as both the states then enrolled in all the colleges, public and private. To obtain a standardized form of high school and of college as early defined in this discussion for the purpose of securing growing interest in attendance in college was the primary function of the Southern Association. Such need does not exist at the present day. Colleges, in many instances, are overflowing with students, but the standards for which the Southern Association has always stood must be kept up. "Change is the primary social fact as surely as motion is the primary physical fact," quotes Dean Hoke of William and Mary. "But change does not necessarily mean progress. Change is a neutral concept; it implies no idea of values. Change is variation, not valuation; movement, not improvement." Certainly change is the most prominent feature of secondary and of higher education and the control of those changes to make them mean progress is a future, as well as a present and a past, function of

the Southern Association. As the incidence of emphasis seems to shift, that change in emphasis must not be allowed to mean the abandonment of good things already secured. As in higher education, institutions need to be studied not in terms of change in a series of quantitative standards but in terms of their purposes and the methods by which it is meant to achieve those purposes in relation to the machinery of the schools together with an evaluation of the work of the institutions. If in the study and evaluation of high schools emphasis is shifted from inspection to survey methods of study looking for careful research and developed criteria, then again only a shift of emphasis and not the abandonment of standards must be the characteristic of the movement. As in all this work, when we move from accumulated data in college from questionnaires to personal investigation as a basis of evaluation, the institutions are only keeping step with the developments in the educational field.

The work of the Southern Association is determined by the educational conditions under which it is to be done. As schools and colleges have changed and developed through the past half century, regional methods of evaluation and control have changed. Educational practices must keep pace. The Southern Association of Colleges and Secondary Schools started as a voice of a community-region. It was expressed in terms of the ideals and thoughts of the region. It must continue to be no less. As progress is made, the thoughts of a region progress in the agency which administers the evaluation of the educational expressions of those thoughts. Progress must similarly be made by adaptations to changing conditions. There can be no lessening of the work of this regional association until the time has been reached when we shall perhaps pass to a still wider unit of evaluation. Social-economic factors will condition educational progress, and the resulting variations will determine the work of the Southern Association of Colleges and Secondary Schools.

The Obligation of the Private Secondary Schools to Southern Education*

By S. J. McCallie
Headmaster, The McCallie School, Chattanooga, Tennessee

I have been asked by Dr. H. L. Donovan, President of the Southern Association of Colleges and Secondary Schools, to speak on the topic, "The Obligation of the Private Secondary School to Southern Education." The very nature of a radio talk precludes a philosophical discourse or an extended analysis; therefore, I shall confine myself to the barest essentials.

In the first place, I would like to state that every school, whether public or private, whether Southern or Northern, whether American or European, should have a clear-cut philosophy. This philosophy needs to be expressed, and the objectives of the school should be in keeping with the philosophy; and the products and results obtained by the school should be the outcome of that philosophy. Unless a school has a philosophy, it must of necessity lead an aimless existence and turn out a namby-pamby product. If the school be a finishing school for girls, then it, as a rule, has as its philosophy the development of a charming personality fitted for every exacting demand of a social life, able to meet with poise and grace and equanimity every situation. The immediate result of such a philosophy, secured through art, music, literature, and physical culture, including the dance, is a beauteous personality able to charm and to win. The ultimate aim, I suspect, is the securing of a husband in keeping with these charms. Please do not mistake me—I am not making fun of such a philosophy nor of such a result. I have seen many young girls whom I thought would be far better off in a school of charm rather than in a rigid classical school for which they had neither the inclination nor the ability.

The strictly military school has for its philosophy obedience, patriotism, and the ability to meet with unswerving loyalty the commands of a superior; and, to speak frankly, there are many that should go to such a school.

The progressive education school with its liberty and freedom of choice meets the needs of many unique personalities who would be suppressed and stifled by a more rigid program and a more restricted freedom of expression. It seems to me, therefore, that in our Southern education there is room for many types of schools but all should have a definite philosophy, and all should express that philosophy in a clear-cut program, the outcome of which should be the expression of the basic principles of the school.

Since I am to speak on the obligations of a private school of the South, I think I have the right to say that the South accepts the statement that it is

* An address delivered over radio station WMC, Memphis, Tennessee, March 31, 1939, in connection with the Forty-third Annual Meeting of the Southern Association.

the "Bible Belt" and that a Southern private secondary school can well afford to proclaim openly that one of its basic principles is the acknowledgment of the Bible as containing the finest and best principles of human conduct. In my own school, as descendants of Scotch Presbyterians, we have in our chapel the following motto, which is the basic philosophy of the school: "Man's chief end is to glorify God and to enjoy Him forever." The entire curriculum of the school is based around this philosophy, and the desired end is perhaps well-expressed by the following quotations from the Bible: 1 Samuel 1, 2 :26: "And the child Samuel grew on, and was in favor both with the Lord, and also with men." An even better statement is taken from Luke, 2: 52: "And Jesus increased in wisdom, and stature, and in favor with God, and man." Certainly these two Bible statements take in the fourfold nature of education. Both Samuel and Our Lord increased in stature, which is an expression of the physical; in wisdom, which is an expression of the mental; and in favor with God, which is an expression of the religious; and in favor with man, which is the expression of the social and political. It seems to me that this is a condensed statement of what education really means—certainly what the result should be.

There can be, of course, many modifications and many variations of this basic philosophy of the acknowledgment of God as the Supreme, Omnipotent Ruler. I think President Roosevelt well expressed it in a speech that he made a few months ago: "If Democracy is to survive, it must take cognizance of the fact that religion must be maintained and man must be free to worship God according to the dictates of his own heart." The private school, because of its freedom and because of its complete liberty of expression, can render a greater service to the State, and, therefore, fulfil a greater obligation, than can any other type of school in seeing to it that in its philosophy the Creator is honored and placed at the head.

Whatever be the philosophy of a private school, it certainly behooves that school in these days as never before to have as one of its fundamentals an unswerving devotion and loyalty to Democracy. The time is past when we can accept Democracy as something to be taken for granted and as something that maintains itself. Surrounded as we are by totalitarian states and autocracies that seek to destroy Democracy, it is the obligation of the private school, as it is of the public school, to see to it that its curriculum is tinctured through and through with an unswerving loyalty to democratic ideals.

Again, if the private secondary school has any obligation, it certainly has the obligation to preserve, develop, and perfect personality. Perhaps this is the greatest obligation, the recognition of and respect for personality. The private school should maintain small classes and carefully selected teachers who love children and who have the intense desire to develop the personalities entrusted to them in the lines laid down by the basic philosophy of the schools and in keeping with the personalities of the students entrusted

to their care. This is a big task, but it is a task that the private school must assume and must perform if it is to maintain its existence and keep the favor of the public. I think this question of personality can best be illustrated by mentioning a few cases of the many hundreds that come under my observation.

A year ago, I happened to be in a Southern city, not a thousand miles from Memphis, and I was approached by a very wealthy man about taking his boy into my school. He stated his problem: "My son is the only child and in the home is the mother, the aunt, the grandmother, and the great-grandmother. Too blankety-blank much woman." When the boy was sent to my school, I found out that the father's analysis was perfectly correct. The boy had been waited on, had been spoiled, and had an entirely wrong concept of life, and it was the problem of the school to take charge of that personality, to change it, to modify it, but not to suppress it. It was our problem to change the egocentric personality into a socially minded personality, to change the selfish and demanding personality into one that was ready to share with others; and just this past week, I was made quite happy when that very boy came into my office with a fine record and stated to me: "Professor, I wish you would look up my rating and then write to my father about my improvement." I know that that boy had made a real fight to overcome difficulties, accentuated by the wrong set-up in the home. While his struggles are not over, he is on the way to achievement.

Another boy comes from a home that is broken up. I have had too many experiences with divorced homes not to speak with authority. What an obligation is placed upon the private school to take that character, that personality, which has been seared and blighted by an unhappy home and by a broken marriage relationship. One of the hardest tasks that the private school has is to build up in that personality a restored confidence, a right attitude, a respect for the family, and a reverence for religion. This is not an easy task, and sometimes it is an impossible one.

Again, there comes to the private school the personality that has the bully instinct. The home has given way to all of his desires, and like Adonijah, the son of David, "not once had his father displeased him at any time in saying, 'Why has thou done so?'" Unless such a personality is changed and modified, some future wife is going to be made miserable and some future family is going to be broken up. It is the task of the private school, especially of the boarding school, with its close associations, with its rigid and exacting adjustments, to take charge of that personality and to lead it and to mould it into a finer human being.

Of course, I am taking for granted that all listening to me realize that along with this guidance, which is so essential, there must be splendid scholarship which is the outcome of good teaching, carefully graded classes, and right incentives. If the private school is to do the best work on scholarship,

there should be carefully adjusted diagnostic tests, which should discover the pupil's weaknesses, and which should also disclose his aptitude and his inclinations; and on the basis of these tests, the student should be placed where he could put his feet on the ground and start with assurance and not be discouraged at the very beginning because of an improper classification. It is the obligation of the private school all through the curriculum to maintain proper guidance and by careful testing detect errors of classification, faulty administration, or slowing down of progress.

If I pass over scholarship rather rapidly, it is not because it is unimportant, but because I take it for granted everyone recognizes that scholarship must be one of the basic planks of education in the private school.

May I now mention another phase of personality that is too often overlooked, yet needs careful attention? I am speaking of those awkward adjustments that come from poor body control. Certainly it is the obligation of the private school to maintain a physical set-up that should be as thorough and extensive as is the scholastic curriculum. Physical examinations, rigid and accurate, should be given at the beginning of the year for every student, and the physical program should be based on the results of these examinations. Constant attention should be given to the student's growth, weight, and general conditions of health. The period of adolescence is the period of most rapid growth and greatest changes. It is a period that demands a program providing for hygiene, correct posture, ease and grace of movement, dexterity, and physical skills. Physical education is a broad term and the school program must be equally broad.

Whatever be the nature of the physical program, it must include play. It is my experience that the teachers get closer to the students on the playground than is possible in the classroom, and once they secure that friendship and that companionship that comes from playground contacts they can do a better work with those students in the classroom the next day.

Not only should the child increase in wisdom and in stature, but certainly the child should be so taught as to increase in favor with God and with man. If the Southern private school is to live up to its obligations, in its effort to develop a personality possessing a finer allegiance and a finer loyalty to the ideals of Democracy, the school must not divorce these ideals of Democracy from Religion. What a wonderful opportunity the private school has with its twenty-four hour program completely separated from the home. Here we have the Y. M. C. A., the evening vespers, the morning watch, the frequent get-together meetings for spiritual discussion. How eagerly we teachers greet the privilege of having some boy come to us to talk of the greatest problem of his life—his relationship to his Lord and his Master. The private school has not only this opportunity but it has perfect freedom to secure the finest and most outstanding speakers for chapel talks; and out of

all these things comes a ripening, personal experience and a deepening and expanding Christian life.

I am intensely proud of the fact that Southern education has developed and maintained the finest honor system to be found in these United States of ours. The University of Virginia, Washington and Lee, Davidson, and many other of our Southern colleges, boast, and rightly boast, of their splendid honor systems. It seems to me, therefore, that it is the obligation and high privilege of the private secondary school to inculcate honor as one of the basic planks of its philosophy. I am happy that my brother as a graduate of the University of Virginia brought the honor system to the McCallie School thirty-four years ago. Ever since then we have maintained an honor system that we have a right to be proud of. What has been done in McCallie I know has been done equally as well in other private schools. What a wonderful influence it is on a new boy coming into the school to see the old boys insist on and demand honest examinations, free from spying and free from corruption. How eagerly some of the new boys respond to these ideals and how quickly they fit into the regime. It is the task of the school to take that personality, that does not respond and is inclined to carry on in the old ways, and to bring to that personality a new light and a new ideal. Students can teach fellow-students morals and ideals far more effectively than can the faculty enforce these same ideals from above. Therefore, it is the obligation of the private secondary school to have a well-worked out program of student participation in the government of the school, and that participation should certainly include honor, loyalty, self-government, self-control, and the elimination of the morally unfit.

Since my time is rapidly coming to the close, I can summarize by stating that it is the obligation of the private secondary schools to take the personalities that come to them and to develop these personalities so as to secure social responsiveness, intellectual integrity, physical ruggedness, and moral sensitiveness, coupled with an unswerving devotion to Democracy. This finer appreciation of what life really means is expressed by the motto: "Man's chief end is to glorify God and to enjoy Him forever." The private secondary school of the South has this high obligation, but it is a great challenge, a wonderful opportunity. It is my prayer that we may not avoid or dodge this responsibility, but under God, may join forces with the schools of Democracy of every type and every sort to do a better job in maintaining Democracy.

The Obligation of the Parochial School to Southern Education*

By Father P. H. Dagneau
Marist College High, Atlanta, Georgia

The ideals of a democracy are well exemplified in the Southern Association. Here in our beloved Southland, we have a group of illustrious men and women from every shade of thought and from every religious faith devoted to the education and advancement of youth. These patriotic men and women form the bulwark of our nation, because the future of our country will depend upon their efforts to train citizens, strong and courageous, who will be ready to maintain and to protect the free institutions of our native land.

Two hundred years ago, our forefathers consecrated this empire to the pursuit of liberty and of justice. We were to be a free people, enjoying freedom of education, freedom of speech, and freedom of worship. And our nation will prosper and be happy only as long as she will maintain and guarantee these fundamental principles of freedom. Civilization may progress, new schemes may be evolved, but the essential ideals of liberty are eternal and must dominate and overshadow all changes in the development of national life.

The schools of the Southern Association are teaching these fundamentals in the practical workshop of everyday life. The spirit of freedom and democracy prevails throughout. Working side by side are found the public school, the private school, and the Catholic parochial school. Each one contributes its share, and each one does its part in the development of the American child. The child of today will be the citizen of tomorrow, and each and every one is entitled to his bill of rights. Every boy and girl has the right and privilege of an education in any type of school that he, or his parents, might choose. In the Southern Association, the Catholic parochial school, the private school, and the public school all combine to give the child that choice of opportunity, and this fact constitutes an incontrovertible proof of the democracy of our educational system. The friendly competition among these groups in the intellectual fields, in athletic contests, and in various social activities is a stimulating influence for fellowship and cooperation among the future citizens of this Southland.

We have in this region 99,000 children who belong to the Catholic faith. The Catholic Church has felt it to be her sacred duty to undertake the education of these future citizens. She feels it to be an obligation to give them not only the skills and opportunities granted them by public education, but

* An address delivered over radio station WREC, Memphis, Tennessee, March 31, 1939, in connection with the Forty-third Annual Meeting of the Southern Association

she deems it her privilege to teach them that philosophy of life taught by the Catholic Church. She believes that she must teach them to be not only law-abiding citizens of this temporal world, but also to become God-fearing citizens of the world to come. She must teach her children to know God, to love Him, and to serve Him in this world, in order to gain happiness with Him in the next. Therefore the Catholic citizen, at a great sacrifice to himself, pays not only the tax that maintains the public school, but he taxes himself a second time to build and maintain schools, wherein his children may receive secular education and at the same time be imbued with the precepts and the spirit of his own Catholic faith.

The philosophy of the Catholic Church is this: that the Catholic should be a loyal citizen of his State; that he respect all lawfully instituted authority; that he obey all just laws; and that he live in peace and harmony with his fellow men. He is to do these things not only because of human sanctions; that is, because doing them is for the good of the community, or because he might incur some civil punishment; but he is to do them for a higher and loftier purpose, because it is his religious duty to do so. He must be motivated by spiritual sanctions and by supernatural values. He is to be a useful and law-abiding citizen, because of an understanding between his own conscience and the divine will of his Creator.

What does the Catholic child learn in the parochial school? The Catholic child follows a curriculum that is parallel to that of the public school. His school is accredited by the Southern Association, and it maintains the high standards that are required by this august body of educators. The faculty, the school building, the library, and the equipment all meet the inspection and approval of this group. All the quantitative standards are strictly fulfilled, and added to this are the qualitative and spiritual values required by the philosophy of the Catholic Church. The child learns all the skills of the classroom. He learns how to study and how to use that great storehouse of knowledge contained in science, language, history, and mathematics. He learns to find himself and to develop his own character and individuality. He learns the principles of religion and of pious living. The great body of revelation contained in the Holy Scriptures and in centuries of tradition is expounded to him.

Usually school and church adjoin each other, and the child is taught lifelong habits of religious practice. He attends morning and evening services together with his companions. He acquires habits of prayer, of reflection, of devotion to the teachings of his religion.

The church hymns are taught him and the lingering strains of these beautiful spiritual songs recur in after life, to console him in moments of sorrow, or to give him courage in times of despair. The child is taught the spirit of self-sacrifice and of trust in the all-seeing Providence of God, so that in times of local disaster or of national distress he may keep his mind

and soul always possessed so that he may restrain himself and lend a helping hand, rather than murmur and revolt. To the Catholic child, his religion is not a mere circumstance of his existence, it is the mainspring of his being and it influences every waking or sleeping moment of his life. It is the motive of his actions, the ground work of his patriotism, and the ever impelling impetus to make him a God-fearing citizen and pious child of holy Mother Church. Thus the Catholic parochial school is a great help to American education. It does its share and fulfills its obligation to the children of this Southern group. It offers that democratic competition that is necessary for all successful life. It serves as a stimulation to greater effort on the part of the more numerous public school group. There is perfect coöperation among teachers, principals, and school officials, and also healthful competition among the students themselves. All participate in state and interstate contests. There is keen rivalry on the athletic field. There is comingling in the social life. Frequently the child of the parochial school emerges the victor and thus stimulates better efforts from the other group.

In conclusion, let me say that there are thousands of Catholic children living in the region embraced by the Southern Association. These children are eager to receive an education second to none in the United States. The parochial schools feel that they have a grave obligation to take care of these children and to aid the Southern Association in giving them what the Catholic Church can so ably give: the fundamentals of her own religious belief, the benefit of her two thousand years of experience, loyalty to church and to state, and a desire to serve God in this life and in the next.

The parochial schools are happy to make use of the resources and of the opportunities extended to them by this Association. They appreciate and welcome the standards set up as guiding posts to make all schools more efficient and more effective in their educational work. The Catholic Church coöperates in every way with the schools and officials of the Southern Association. She participates in all their activities and maintains an understanding and friendly relationship with all. She gladly makes use of the facilities, researches, aids, and advice that their experience can give.

As long as the public school, the private and the parochial school work hand-in-hand in a spirit of friendliness and companionship, then the ideals of true democracy will prevail in this land, and no un-American scourge will be able to injure or destroy the wisdom and the morals being implanted today in the lives of our young by the free, untrammeled schools of the Southern Association.

Secondary Education, CCC, and NYA*

By Robert K. Salyers
Administrator, National Youth Administration for Kentucky

By establishing and supporting our vast educational system, the people of the United States have recognized that problems of youth must be met through organized social effort. The phenomenal growth of the secondary school is a striking aspect of the American scene. During the last forty-five years, the enrollment in our secondary schools has increased thirty fold.

This increasing demand upon the secondary school has been due, in large measure, to a gradual shrinkage of employment opportunities for young people over the past several decades. The progress of industrial development, the war years, and the so-called prosperity of the 1920's, obscured the forces which were closing the doors of opportunity. The early 1930's brought the picture into sharp focus. With millions of adults out of work, and with each succeeding year throwing greater numbers of young people into the already over-crowded labor market, it soon became apparent that government must take steps to meet the situation, not only to preserve the energies and abilities inherent in youth but to prevent the moral and social decay which would make idle youth a positive menace. It was high time to take stock.

Estimates based on the 1930 census showed that twenty million persons, or one out of every six, were in the age group sixteen to twenty-four, inclusive. About half of these young people were employed at full- or part-time jobs or were married women. Another 300,000 were out of school and unemployed but not seeking employment. Four million were in schools and colleges on a full-time basis, with another half-million taking part-time school work. The remainder, approximately five million, were out-of-school, unemployed, and seeking work.

What was happening to these five million young people? Were they equipped to adjust themselves during perhaps the most complex period in our existence as a nation? The alarming aspect of the situation seemed not so much the danger that youth would revolt against programs and policies of antiquated institutions no longer serving them; rather, many feared they might meekly accept the status quo and become a generation characterized by apathetic hopelessness. Put as simply and briefly as possible, the problem seemed to resolve itself into three parts.

1. What could be done to hold young people in school for longer periods of time and to bring back those who had dropped out?

* An address delivered before the Commission on Secondary Schools, Memphis, Tennessee, March 28, 1939.

2. What could be done for those whose return to school was impracticable but who possessed insufficient training, who had not become adjusted and were unable to maintain themselves in the struggle for a decent standard of living?
3. How could the educational program be readjusted to enable young people to meet more nearly the conditions they would have to face at whatever level they left school?

We have made progress on all of these fronts during the past four or five years, but there is still a long way to go. There is no "Open, Sesame" to the solution of our youth problems, because they are interwoven with the whole social and economic fabric. Many of the ills from which youth have suffered stem from organic weaknesses which will not respond to temporary treatment. Certainly I have no panacea to offer. It is my purpose today to discuss briefly some of the things your government has done in an attempt to meet these problems, to mention the mutually helpful relationships which have been developed between the secondary school on the one hand, and the federal youth programs on the other, and to point out a few places in which the experience of NYA and CCC might prove helpful in the long-time development of the secondary school.

The underlying principle of the school, as the foremost of our democratic institutions, has been equality of educational opportunity. School consolidation, better physical facilities, higher standards for teachers, pupil transportation, free textbooks, all constitute a recognition of this principle. But equality has existed more in theory than in fact. There have been, and still are, inequalities existing for individuals, school districts, counties, states, and even sections of the country. Particularly has this been true in and of the South. The next speaker today will discuss, in all likelihood, the prospects for an equalization of support designed to raise the minimum program in all of the states. There has been greater progress toward equalization of opportunity for students in the elementary school than in the secondary school and the college. There, textbooks and supplies are more expensive, and transportation and tuition are often factors.

In its recent study, the American Youth Commission found that 54 per cent of young people leaving school did so for economic reasons. Equality of opportunity must be made an effective reality rather than a nicely turned phrase if young people are to be kept in school or induced to return. In 1934, a program of student aid at the college level was made possible by funds provided through the Federal Emergency Relief Administration. With establishment of the National Youth Administration in June, 1935, the college-aid program was expanded, and provision was made for high school aid. By obtaining funds through part-time work, young people were

enabled to remain in or reënter school and to secure the necessary clothing, food, books, and supplies.

You are familiar with the operation of NYA student aid. It is thoroughly decentralized, with administration in the hands of school executives. You select the students, assign and supervise their work, and report their time. Those of us in NYA recognize that this was a big job to dump in the laps of already over-burdened school administrators. But you have done a good job. A recent study of young people approved for high school student aid in Kentucky indicates that nearly half are from families receiving some form of public assistance, and more than 80 per cent are from families with a yearly income of less than $600.00. Each year has brought an improvement in the technique of selection, and too much care cannot be given to this if the integrity and public acceptance of student aid are to be maintained.

Organization of the work program seems to have presented more difficulties than selection of students. This was an easier job for the colleges than for the secondary schools, because they have had more experience in administering scholarships and assistantships. We still have too many student aid workers in high school employed on janitorial work or odd jobs that scarcely enable the student to accept his money and maintain a respect for the job he is doing. It is encouraging, however, to note the many instances where school administrators through careful planning are making student aid an integral part of the educational process. They are utilizing it not only to keep students in school, but also as a means of offering practical guidance and of obtaining improved physical facilities for the school.

But financial help is not the only thing that will keep young people in school or bring them back. They have to know that the school program offers something to help them toward social adjustment and economic security. The high school student who knows his chances for attending college are remote and sees ahead a program designed only for the 15 per cent who will attend college, needs more than a part-time job to keep him there. A study of youth on NYA work projects in Kentucky discloses that nearly as many drop out of school through lack of interest as for financial reasons. The Youth Commission study in Maryland indicates that one-fourth of the youth left school due to lack of interest in the program offered. Then there is always the question of how many who leave for a lack of funds might have made additional efforts to stay had the curriculum offerings been sufficiently attractive.

How to serve most effectively unemployed, out-of-school youth, particularly those in the low income groups, presented an even more difficult problem in 1933 because there were no milestones to show the way. Obviously, their pressing need was for a job. With characteristic vigor, President Roosevelt attacked this problem in April, 1933, through establishment of the Civilian Conservation Corps, designed to provide employment for young

men and, at the same time, to give assistance to their families. When NYA was established in 1935, there was included a work project program to provide part-time employment for both young men and women on useful projects sponsored by community agencies.

You are familiar, I am sure, with the development of the CCC. Facilities of the Army are used for organization and administration of the camps. Technical services, such as the Soil Conservation Service and the National Park Service, are responsible for the work projects. Late in 1933, provision was made for an educational program, which is under the direction of the Camp Educational Adviser.

Enrollees in the Civilian Conservation Corps constitute a varied group. A report by Howard W. Oxley, Director of CCC Camp Education, covering the year 1937-38, showed that nearly half of the group enrolled during that year were nineteen years of age and younger. Three out of each 100 could not read and write when enrolled, 38 per cent were on the elementary level, 48 per cent on the high school level, and 11 per cent at the college level. The average level attained was eighth grade.

To meet the needs of this group required not only ingenuity on the part of those responsible for the educational program, but made imperative a utilization of all facilities that might be available. According to Mr. Oxley, 87 per cent of the enrollees received training in the educational program last year, and by June, 1938, the average enrollee was carrying 5.8 class hours each week. When it is remembered that participation in this educational program is voluntary, this is remarkable. The average camp had a library of approximately 1,100 volumes, and each camp had available a teaching staff of slightly more than fifteen instructors, on the average. This staff consisted of camp advisers, Army and technical personnel, enrollees, WPA and NYA instructors, and regular teachers from the public schools. Last year, 3,517 enrollees received elementary school diplomas, 634 received high school diplomas, and thirteen were awarded college diplomas for work carried on in camp or in schools and colleges coöperating with the camps. Eight thousand eight hundred illiterates were taught to read and write. The regulations of CCC permit enrollees to take leave without pay for the purpose of resuming studies, and last year 1,388 men took advantage of this permission, in addition to nearly 5,000 enrollees who received outright discharge for the purpose of returning to school. Young men in the camps are encouraged to return to school or college, and are assisted by the camp adviser in securing scholarships or NYA student aid. James R. Allison, CCC District Educational Adviser for Kentucky, told me the other day that during the last six-months' period 242 enrollees in our state had earned credit through local high schools and the number of enrollees earning high school credit through attendance at local schools was rapidly increasing. He expects the figures for the current year to double those of last year.

It is interesting to note that in practically every Southern state, provision has been made through the State Department of Education for coöperative work between the CCC camps and secondary schools. A program of vocational training on the job, with courses in related subjects during leisure time, has been developed in the CCC camps. The principal difficulty faced by CCC in its coöperation with regular secondary schools is the fact that camps are frequently located at considerable distances from such schools. As a supplement to classes in camp and nearby schools, correspondence instruction has been arranged, and last year was extended to an average of ten men per camp.

In developing its work projects for out-of-school youth, the National Youth Administration has from the beginning recognized the need for a close working relationship with the regular school program. In my own state, for example, 80 per cent of all NYA out-of-school work projects are sponsored by Boards of Education. In the beginning NYA was confronted with the difficulty of setting up sound work projects. Once it was established that young people, certified as members of public assistance families and employed on these projects, could be depended upon for a high grade of work when given proper supervision, the problem of securing sponsorship became less and less difficult. Rapidly the NYA out-of-school projects have developed into a program of work experience coupled with related job information and supplemented by offerings designed to meet individual needs for rehabilitation along personal and social lines.

In hundreds of counties throughout the South NYA workers are constructing shops and school buildings, making needed school equipment, repairing and remodeling rural schools, landscaping school grounds, and in varied ways adding to the physical value of school plants while they are developing their own skill. In a number of states, teacher-coördinators are furnished by State Departments of Vocational Education to provide vocational instruction along accepted lines for project workers.

NYA project youths are encouraged to return to school where possible, or to take part-time classes in the regular secondary schools. With assistance of the WPA Education Program, volunteer instructors, and the regular supervisors, NYA workers are learning the three R's, citizenship, home improvement, care of the sick, personal hygiene, and the like. Obviously, the varied background and educational attainments of the youth workers prevent establishment of any rigid pattern of instruction. In Kentucky, a typical project worker is a person nineteen years old, coming from a household of seven persons. Slightly more than half the entire group have reached the sixth grade, while only 16 per cent went beyond the eighth grade and only 4 per cent graduated from high school. Nearly half of the workers had never worked at any regular job, and most of those having work experience were classified as unskilled laborers or farm workers. Most of these

young people possess ability and are willing to learn if properly approached and given work in line with their interests.

A development of particular interest to colleges and secondary schools is the NYA resident project. This is a work project usually sponsored by an educational institution, and operated right on the campus, where out-of-school workers are employed and enabled to participate in a special educational program developed with assistance of the regular college or high school instructors. Their boarding arrangements usually are on a coöperative basis, which gives them valuable training in social relationships and community living. These projects, developed at first because of the difficulty of making local projects available to scattered rural workers, rapidly are becoming a significant contribution to development of a work experience program for out-of-school, out-of-work, and, as someone has said, out-of-luck young people. As contrasted with the college and high school aid programs, which are designed to make the regular courses available to youth who can take advantage of them, the resident project usually contains youth of varied school attainments for whom special programs of related information must be developed. The Southern states have taken the lead in the development of NYA resident projects, both on a full-time and a part-time basis. I wish time would permit a more detailed discussion. I can only say that if you will visit some of these projects in your own state, you will be well repaid for your trouble.

Most of you were already familiar with these details of CCC and NYA operation. I have mentioned them to show the close relationship which has existed from the beginning between the school system and these federal agencies. There has been no attempt to set up a competing educational system, for wherever Departments of Education or School Boards have been able to provide educational facilities for out-of-school youth, both NYA and CCC have welcomed this assistance with open arms.

Perhaps the greatest criticism that might be levelled at the attack which the federal government has made on the out-of-school youth problem is its inadequacy. Compared to the vast army of out-of-school, unemployed youth, the numbers brought back into school by student aid or given opportunities for work experience in CCC camps and on NYA projects seem small. It must be remembered that relief was a primary purpose in the establishment of these agencies. It has been suggested that greater emphasis should be placed on the economic and social rehabilitation of youth as a function of the federal youth programs, and that increased provision should be made so that any youth leaving school might have an opportunity to obtain work experience if he could not be immediately absorbed by private industry. A widening gap exists between school and employment. Studies which have been made indicate that nearly 50 per cent of out-of-school and

employable youth are unable to obtain full-time employment within a year after leaving school.

The third problem which I mentioned has to do with readjustment of the program of general secondary education in terms of present youth needs. If we are successful in holding larger numbers of young people in school, it will tax all the resources that can be marshaled by school and community to provide varied and practical instruction. You are meeting here this week in order that those responsible for administration of the secondary schools may focus their thinking on a solution of this pressing matter. It would be presumptuous, indeed, for an NYA director to attempt to tell experts in the secondary field how their schools ought to be run. It has been pointed out, however, by the President's Advisory Committee on Education, that these federal youth agencies have been able to experiment outside the field of traditional educational practices and can render a distinct contribution by making available their experiences to those responsible for determining school policies and curricula. May I summarize briefly a few of them?

1. NYA and CCC have focused attention on youth needs, especially the needs of those young people who have been sifted out of the school program, who have had little or no work experience, and who need the wholesome effect of work training under sympathetic supervision.
2. These agencies have demonstrated the possibilities of combining work with schooling and have shown that contact with varied work experience can help to determine aptitudes and possibilities for further education, vocational training, or apprenticeship.
3. They have shown that many youth, poorly educated and untrained through no fault of their own, who seem fit for nothing but unskilled work, may possess great potentialities if placed in the right environment and given a chance to do constructive work. While both NYA and CCC have had relief as a primary objective, they have actually fulfilled an educational function for a group not being reached by the regular school. Faced with the problem of developing individual instruction to meet educational needs at varying levels, they have been compelled to devise new techniques and new materials which merit the attention of school executives. In Kentucky, for example, we have developed a program of related information for use on our girls' homemaking projects which is simple and practical and which does much to meet the needs of potential homemakers, regardless of their scholastic attainments.
4. Through NYA local advisory committees, on which schools are always represented, many communities have learned the advantage of united effort. With interested agencies, both public and private,

combining their efforts it is often possible to develop projects and youth services formerly beyond the reach of any single agency.

5. Both programs have tended to emphasize and dignify labor, as contrasted with "white collar" employment. This nation will always need those who work with their hands, but its labor supply must possess an attribute which, for want of a better term, might be called "trained versatility."
6. Through its guidance and placement activities, NYA has brought attention to the need for practical occupational information, and through the student aid program has made a practical guidance tool available to the secondary school.
7. The very existence of these programs has stimulated attempts to find out more about young people and their problems. Unfortunately, we know more about almost anything than we do about people; even today our fund of definite information on youth problems is relatively meager.

Most important of all, our contacts with young people clearly demonstrate that the primary need of youth is for economic security. That means a job. In a recent address, Mr. Aubrey Williams, Administrator of NYA, said, "Find a youth a job, and I will tell you a success story; find a million jobs, and you will have a million success stories." Everything that we do must be done in terms of pointing young people toward this economic security. Given such an opportunity, they will pretty largely solve their problems for themselves.

Any discussion of the CCC, the NYA, and the secondary school, must lead to three conclusions:

1. While there has been a tremendous increase in the enrollments and facilities of the secondary school, it still fails to reach many young people either because they are financially unable to take advantage of opportunities offered or because the limited program available does not meet their practical needs. This is particularly true in the South.
2. Whatever one may think of the present organization of federal agencies serving youth, these agencies have made progress during the short time they have been established and have made a very real effort to coördinate their activities with those of the secondary school.
3. NYA and CCC have provided a valuable field for experimentation which should prove helpful to those responsible for setting up the secondary school curricula and which should be particularly significant to this group, which as the accrediting agency does so much to set up the standards for secondary education.

The theme of this meeting is "Education as an instrument for social progress in the South." The South, like other sections of this nation, has wasted, or has failed to utilize fully, many of its physical resources. Such being the case, it cannot afford longer to waste its human resources. The extent to which these human resources should be preserved and utilized through development of secondary education and through continuation or expansion of NYA and CCC as supplementary agencies is not for me to say. But they must be preserved, and I am confident that the people of the South and of this nation will see that this is done.

Secondary Education in a State School System*

By M. D. Collins
State Superintendent of Georgia Schools

Since I am most familiar with the problems and program of education in my own state of Georgia, may we not briefly review together the situation there as being somewhat typical of other states of our Southland.

Recently we have been able to go forward. Six years ago the annual school session ranged from about three months in some schools to nine months in others. Now the state guarantees seven months to *every* child in Georgia, and many—shall I say most—large communities add two months, making nine months. Formerly many students failed to get full benefit from part of the time they were in school, because often parents could not get the textbooks for some time after school opened. Now they have an abundance of textbooks to select from, and the children can get them as soon as they enter school. Then teachers' salaries were fixed locally, and there was such a wide difference in the various sections and between the elementary and high school grades! Now every teacher has a minimum guaranteed salary under a fair state scale, based upon training and experience as shown by the state certificate she holds. The state-wide curriculum study has led over 10,000 teachers to study their business in summer school, extension classes, or study groups, and this has resulted in better training, better certificates, better salaries, and better instruction.

All these things have resulted in an educational renaissance in Georgia and were possible because the stockholders, the employees, and the customers united to improve education. In fact, all spoke only one language, and that was the language of educational progress.

Length of Time

The average number of days school was kept open to children was greater during the 1937-38 term than during any previous time. The average child in the white school had the advantage of an open school door for 172.2 days last year. The average child in the Negro schools had the opportunity of attending school for 153.5 days. The average length of term in days in 1935-36 was: white, 168.66; colored, 142.50.

Teachers

The academic and professional training of the teachers in Georgia schools has improved rapidly since 1935-36. These teachers are today, on an aver-

* An address, read by Mr. J. Harold Saxon in the absence of Mr. Collins, before the Commission on Secondary Schools, Memphis, Tennessee, March 28, 1939.

age, better prepared for their work than at any previous time. New regulations governing the issuance of certificates have been put into effect, greatly facilitating adjustment to the new school laws with regard to the payment of teachers upon the basis of training and experience. In establishing the regulations, however, precaution was taken to guard against making the rules or otherwise depriving any teachers of previously earned credits. Attendance upon summer schools has increased three-fold during the past few years and teachers have applied themselves diligently to the task of improving their fitness for schoolroom work.

Curriculum Program

In the curriculum program, interest is being centered toward educating for a democratic society, a society which will understand and appreciate human lives and interests. The course of study and the methods employed in classroom instruction are considered by all locally concerned, and by many critics who have expressed themselves, to be admirably suited for a practical solution of problems facing the youth of today. We take particular pride in the recent establishment of courses on vocational guidance, safety, physical education, art appreciation, and music appreciation. We also take pride in the fact that we have been able to extend instruction in vocational agriculture and elementary home economics to the pupils of the seventh grade. Much effective work has been done in the field of curriculum planning, resulting in a better balanced course of study which more nearly meets the needs of the time.

The State Department of Education is deeply indebted to the American Red Cross for a very definite contribution which this organization made last year to the teachers and pupils of Georgia, without any cost on the part of the state. Training courses in first aid were given quite a number of our teachers at training centers throughout the State, thus preparing them to offer better instruction in health, first aid, and safety.

Textbooks and Libraries

The free textbooks are proving a very definite advantage in the improvement of instruction. The furnishing of textbooks has aided teachers and pupils in classroom work and contributed largely to the vast improvement in school attendance and promotions. There has been made available to all children from the first through the eleventh grades, inclusive, a supply of textbooks in all subjects. Books have been made available to pupils at far lower cost than the parents could have obtained these books through individual purchases. A much wider range of subject matter has been made available to the children as a whole than under the old plan. Procedures in the selection of textbooks were as follows:

Used textbooks in the hands of parents and school systems were first purchased. These were books that the local superintendent had expected to continue to use in his school. A total of 1,250,195 such books was purchased at a cost of $463,054.98. In the purchase of new textbooks, such books were first submitted to professional committees composed of outstanding superintendents and teachers in the public schools for examination and recommendation. Only those books recommended by the professional committees were purchased. The professional committees recommended in most instances a multiple listing of books and in some instances multiple use of books. A resolution was passed by the State Board of Education allocating the available textbook fund to each school system on a per-pupil basis, according to grades. Superintendents have requisitioned textbooks against the prescribed allotment. This method has equalized textbook distribution.

Georgia public schools have never had adequate library facilities. The failure to establish proper reading habits in the lives of individual children is generally regarded as one of the greatest weaknesses of our instructional program. Teachers are being encouraged to promote reading, and the state has given financial aid to help school libraries.

Supervision

The Division of State School Supervision is the general field service division for the State Department of Education. It carries the services of the State Department directly into the schools and to the people of Georgia. For many years the Division of Supervision was organized on the lateral plan, i.e., there were elementary supervisors and assistant elementary supervisors, who devoted their entire time to the grade or the elementary level only, while the high school supervisor devoted his entire time to high school grades. Under this plan there was often duplication of travel and expense. For instance, the elementary and high school supervisors sometimes traveled over the same road and visited the same school the same day.

As a result of a policy of constant study and self-evaluation of its own services by the State Department of Education, the vertical plan of organization was adopted by the Division of Supervision for the last two years. When a general State School Supervisor visits a school, he inspects all grades from the first through the highest—vertically from bottom to top of the school. While the number of persons required for this work is the same as it was formerly, duplication of effort and expense is avoided under the new plan of organization. Each State Supervisor has from twenty to twenty-five counties for his district. His home and his headquarters are near the center of his district, so that he can reach his schools with a minimum of travel.

The State School Supervisors inspect the elementary and high schools

for the Accrediting Commissions and for the state, make recommendations to the school authorities in their districts, and counsel in enforcing the state laws and regulations of the State Board of Education and the State Superintendent of Schools. In their regular rounds of visitation, the supervisors work with the administrators on their problems of organizations and consolidation and other problems. They inspect textbook records, attendance registers, upon which allocation of state funds is based, and other records.

One of the fruits of our recent educational awakening is a conception of education as one continuous process of growth. We are trying to forget the artificial classifications into primary, elementary, high school, and college groups. We are trying to look at a given school as a unit. We are trying to "bridge the gaps" by not admitting there is a gap between elementary and high school, between high school and junior college, etc. The same supervisor visits the elementary and high school departments of a school; and we accredit elementary, so-called junior high schools, and senior high schools. While the idea may not be acceptable to some of you, we look at secondary education (high school education) as a continuing part of the whole process.

In keeping with the philosophy above, we are working out a plan of accreditation by whole schools. Why accredit piece-meal? Further, why not accredit school systems and so promote equalization for the various units of a school system? This type of accreditation will relieve over-emphasis on high school work, and enhance the importance of elementary work—and this may have been neglected heretofore. We should build from the ground up, for you cannot have good high schools without students who are well grounded in the elementary schools.

A Rural High School and its Community*

By James Chreitzberg
Principal, Holtville High School, Deatsville, Alabama

After several members of the Holtville faculty had attended the workshop at Vanderbilt last summer, they were more certain than ever that there was a need for a change in the type of education being offered to the boys and girls in the Holtville community. There were several reasons for feeling the need for this change. I shall give briefly some of these reasons.

First, there was a feeling on the part of our staff that the children were being taught that textbooks, subject matter, units, college entrance requirements, and similar imposed ideas from the child's point of view are the chief ends of education. The members of the staff, however, feel that personality growth and development, health and physical development, economic well-being, the ability to solve the many commonplace problems around the school, in the home, and the community, and similar problems should be the real aims of education. Second, there was the feeling that the principal and teachers have been directing and dominating the child's thinking by choosing the textbook which he studies, by giving him definite assignments in this textbook and requiring that he learn these assignments regardless of whether or not he believes in the ideas expressed in them, and by choosing the activities and experiences which he is to have, regardless of the child's interests or his ability to help in choosing these things for himself. He has been given little opportunity to develop initiative, to take responsibility, or to think through his own problems. Third, there was a feeling that the child had been given little opportunity to study his environment in the school, the home and the community and, in turn, to work on this environment to improve it. Fourth, there was the fact that the textbooks and other reading material which the child has been required to learn have been written by men in other sections of the country who know little of the pressing social and economic problems of the rural South. On account of these and other reasons, the staff felt that the boys and girls in the Holtville community needed a different kind of education from that being offered in our school, which was more or less typical of the rural schools in this section. This required a rather radical change in procedure and in organization.

After several meetings of the Holtville faculty, and after much informal discussion among the teachers, it was decided to organize the senior high school on a different basis. There are approximately 175 students in the senior high school division. These students were divided alphabetically

* An address delivered before a joint meeting of the Commission on Secondary Schools and the Commission on Curricular Problems and Research, Memphis, Tennessee, March 29, 1939.

into five sections, disregarding grade or age lines. It was arranged to have two teachers present in each of these five sections. Each section elected a secretary from among the students and a representative to the planning committee. The secretary kept rather careful notes of the proceedings of each meeting. These sections met the first two hours of each day and discussed problems of interest to the child, the teachers keeping in the background. The main purpose of these discussions was to find the child's interests and to bring to his attention some of the immediate problems of his environment. At the close of each day the secretaries and the members of the planning committees met with some members of the staff and made reports on the discussions for that day. As soon as it was found that a certain number of students were interested along some particular line, these students were encouraged to organize in a group on the interest basis.

At the close of two weeks of discussions of this kind the senior high school students had divided themselves into about fifteen interest groups. The planning committee asked each group to set up objectives for the group and to outline plans for carrying out these objectives. These objectives and plans were referred back to the planning committee for approval before the group was made a permanent organization. I shall name a few of these groups and explain briefly how they work.

One of the largest groups we had was interested in recreation; this group chose the two members of the staff who have charge of physical education to advise them. Since the group was rather large, it was divided into four sections. One section took up the problem of equipping a recreation room for the school and the community. It has a collection of something over fifty games, which are checked out to students and homes similar to the method of checking books out in a library. Several thousand people have played in the recreation room since it has been established. On Wednesday nights it is open to the community. Another section on recreation took the problem of building a bowling alley and equipping it. This sport has been quite popular in this school and community. A third section built a rifle range for a group of boys who formed a rifle club. A fourth section built an archery range. When these problems were completed, some members of the recreation group went into other groups or formed new ones. Some members remained in the recreation group and began plans and work for a school and community park.

Another group of students took up the problem of conservation of soils, forests, and wild life. They ordered bulletins, books, and other materials from various sources in the United States. They had specialists in these fields to visit the school and talk to the group. They made a number of trips to such places as the state agricultural college, the State Department of Game and Fisheries in Montgomery, the bird farm near Prattville, Alabama, the power company nursery near Thorsby, etc. These boys bought

five terracing machines; they have terraced for farmers several hundred acres of land. They have persuaded farmers to plant around 60,000 pine trees on land not suited for cultivation. They have influenced farmers to plant about sixty acres of kudzu, a soil-building crop. They are making plans to have three bird reservations in the area served by the school.

Another group, which took the name of the personal service group, is working to improve the personal appearance of the students and people in the community. They have ordered much material and they are making a serious study of the proper way to care for the hair and the skin. In connection with the science department, they are making tests of all kinds of cosmetics used by students, toward learning which products are most economical and which give best results.

We also have groups studying community canning, health, shopwork, practical bookkeeping, practical electricity, etc. No grades or marks are given in this work. The child at various intervals writes up a report of the work done over a period of time and sends this to his parents.

We have encountered some difficulties in our program thus far. We as teachers have not been trained for teaching this type of program. We have difficulty in sensing situations and in seeing the many commonplace problems which the child faces every day in the school and community. Sometimes a teacher will have four or five groups working under him; he is inclined to like the work of one group and to give too much time to this at the expense of the other groups. Where teachers have not been able to help with groups, in some cases, we have been able to find a person or persons in the community who could help with their problems. This is especially true in the cases of the printing press group, the electricians' group, and the pottery group.

When teachers and pupils have had more experience in working on many school and community problems, the staff feels that the program is going to work very effectively in improving living in the school, the home, and the community.

Science in General Education*

By J. B. Leftwich
Science Teacher, Minden High School, Minden, Louisiana

I returned from the conference in Nashville last year feeling that we could set up a science program that would level up some of the outcomes which we have held as good, but about which we have done but little. Then, too, I got a personal classroom inspiration. I always feel that when I attend any educational conference or summer school and come away with a classroom inspiration, I have my money's worth. With a group of twenty-four youngsters who had scheduled physics, we decided to use as a starting point life experiences in which we could discover these youngsters were concerned, and from various sources could agree that there was some need for making desirable adjustment and growth.

I felt that my first problem was to discover, as far as possible, what had been lacking in the lives of the individual students. I found that informal student interviews were very helpful in getting this information. From these interviews we attempted to get the students attitude toward the school, toward his home, and the community; how he felt the school could help him, his hobby, and some of his other interests. After talking to these students it was quite evident that many were seeking approval from some group, or some individual somewhere. Some felt that they had failed in many life experiences, and expressed the desire to try to make adjustments. Many new and valuable experiences were suggested in which they would like to participate. There were those who had definite problems which they felt must be solved. Such things as organic disturbances in the family were discovered (abnormalities and diseases). We kept a careful record of these findings. Then we talked to many of the parents, from whom we were able to get some idea of the student's behavior outside the school picture, how they felt the school could best help the child, how much coöperation could be expected from the home, what materials from shops and various places they would contribute, and if they would be willing actually to help the student in solving some of his problems that could not be finished in the classroom. We talked to many disinterested parties, who are specialists in their fields, to get some idea of what they felt would be valuable experiences for children and what they would be willing to contribute to such a plan. With this information in hand, I feel that we were better able to state our objectives.

As the class came together, we started with free reading periods and dis-

* An address delivered before a joint meeting of the Commission on Secondary Schools and the Commission on Curricular Problems and Research, Memphis, Tennessee, March 29, 1939.

cussions. A survey of machines and appliances of our community was made by the class. Students then began to suggest school, home, and community problems. We defined these problems in class discussions and set up tentative plans for their solution. I felt then that my next job was to provide an environment in which boys and girls could solve these problems most effectively. Many machines and appliances, such as a refrigerator, victrola, fans, radios, a pump, and engines were placed in the classroom where the children could put their hands on them. Many books and materials were placed at their convenience. The class was then organized according to interests and needs. Community sources were compiled, and work standards set up. As one group of boys looked at the automobile engine that had been brought in, they discovered that the battery was too weak to turn the motor over. They decided to set up a battery charger and charge the battery themselves. After reading all the material we could find and visiting the garage and discussing the matter with mechanics, they started testing their plans. As they worked, new questions arose which required still further study of motors, generators, and storage batteries. They wrote for materials on the care and use of storage batteries. They had to use a hydrometer and voltmeter for testing, which brought on a discussion of specific gravity, pressure in electricity, chemical nature of a battery, and many other scientific facts. It was indeed a satisfying experience when they connected the battery and were able to get the automobile going. Others charged batteries to go in their own cars.

One boy brought in a generator and repaired it for use on his car. Many other problems grew out of this experience with the automobile. One boy brought in his mechanical victrola and installed an electrical unit in it. Out of this grew the study and planning of a public address system for the school. The same group put out circulars on good radio programs throughout the school term. One youngster brought in a gasoline engine from five miles out in the country. It looked to be beyond repairs. However, the boy was very enthusiastic about getting it ready for use on the farm this summer. After defining his problem thoroughly, he went to the tin shop and made a gas tank, installed piston rings, ground the valves, retimed it, and then applied a much needed green coat of paint. There is no doubt about this being a satisfying experience when I observed the expression on this boy's face, when the engine did run perfectly and he was able to return it to his home for use. At this point we could mention many other problems on which the pupils worked in heating, plumbing, lighting, electricity, etc.

As the culminating activity, the class decided that each member would work up a "thesis" in the field of his interests during the course. It was agreed that these might be written or in the form of an original device or machine. The "theses" worked out were (1) a motorized floor polisher

(constructed); (2) a diving helmet (constructed); (3) a diesel (written); (4) salesmanship (written); (5) facts about the gasoline engine (written); (6) outboard motors (written); (7) the telephone (written); (8) welding (written); (9) inspection of bottle drinks by light (constructed); (10) a kodak (constructed); (11) a reverse light for the automobile (constructed); (12) progressive education in physics (written); (13) color (written); (14) refrigeration (written); (15) air brakes (written); (16) the weather (written); (17) hydraulic brakes (written); (18) helpful hints in radio (written); and (19) airplane control demonstrator (constructed).

This type of procedure is very contagious. As the biology class came together they began asking if they might use the vacuum cleaner and the refrigerator in connection with their study of bacteria. They were soon making many suggestions concerning community health problems. The first problem they stated was, "How may I keep microscopic animals and plants from cutting down my efficiency" or, as they put it, "making me uncomfortable?" With this group I noticed we had richer class discussions, drew from more community sources, used a definite textbook less, each student contributed more, there was splendid class organization, and each student kept a complete diary of all findings and conclusions. For the culminating activity, the group appointed an editing committee and the members in turn selected their helpers, and started evaluating, selecting, and arranging important findings, which were finally compiled and bound, making a valuable book which we are now using as a reference in another class.

If my judgment is worth anything, we have gone a long way in achieving many valuable educational aims at the very moment students start working in this manner. They are living normal, democratic lives in school. Most of all, they are comfortable and happy. I feel that any time used in getting started is well spent. I believe anyone visiting the class could observe many valuable outcomes by talking to students and observing their work. Various means of evaluation of the type suggested by Dr. Tyler have given me some evidence that they are getting functional information, improving in their attitudes and ways of thinking, and making other desirable adjustments.

Mathematics in General Education*

By Velmer E. Crout
Mathematics Teacher, Canton High School, Canton, Mississippi

Curriculum reorganization in general is being directed towards a more functional program, one that is based on the needs and concerns of boys and girls. Mathematics teachers along with others are working in this direction.

In Canton High School the Mathematics Department is exploring some possible ways of better adjusting our program to meet the needs of students on the ninth- and tenth-grade levels. Preliminary plans for this reorganization were worked out during the conference held at Vanderbilt University last summer. A course in general mathematics on the ninth-grade level is replacing the course in first-year algebra previously required. In view of the fact that approximately 75 per cent of our students do not continue work in algebra after the first year, a course in general mathematics built around students' interests and needs will be more functional for them.

In attempting to carry out these plans in general mathematics we are striving to attain objectives such as:

(1) To review and strengthen pupil's arithmetic with special emphasis on those subjects related to civic life;

(2) To develop the ability to formulate problems clearly, i.e., a student will be able (a) to recognize factors upon which the solution depends, and (b) to determine the type solution needed for a particular situation;

(3) To develop the ability to collect and organize data in various forms;

(4) To develop the ability to interpret data, i.e., the abilities (a) to read charts and graphs, (b) to find errors in conclusion from data of various forms, and (c) to come to a conclusion only when sufficient data have been collected;

(5) To develop the ability to perform measurements, estimates, and evaluations, including such student behaviors as (a) estimating in advance approximate results to avoid absurd solutions, (b) rounding off numbers to the approximate number of significant figures, (c) recognizing the fact that approximation is due to crudeness of measurement, and (d) expressing results in units which make the size of the quantity measured most readily understood;

* An address delivered before a joint meeting of the Commission on Secondary Schools and the Commission on Curricular Problems and Research, Memphis, Tennessee, March 29, 1939.

(6) To develop the ability to apply general principles of variation, seeing the relationships between dependent and independent variables, and expressing and interpreting these relationships in varied forms;

(7) To develop an appreciation of mathematics and arouse interest in further study of it.

I shall outline briefly a unit on graphs which illustrates the type of work directed towards achieving some of the objectives just stated. Advantage was taken of the fact that during the first three months of the school year pupils' interest is centered around football. The ninth-grade mathematics students collected information regarding the weights and measurements of players on the school team and on the team played in the first game. The causes of the outcome of the game were discussed and in comparing the two teams the data collected were expressed in tabular and graphic form for comparison of players for like positions as well as of the teams as a whole. Averages, medians, modes, and ranges were obtained for each team. The boys in one class suggested that if the data on the school football programs were rearranged, they could be more easily and quickly read by spectators at games. The suggestion was given to the coach who accepted it and asked this ninth-grade group to be responsible for arranging the program each week thereafter.

Other activities were engaged in by the students in connection with this unit. Students collected weights of members of the class to see how each compared with the average ninth-grade boy or girl. The football coach gave a favorable daily schedule for a player to follow, and students represented it in the form of a circle graph. Students made similar graphs of their own daily schedules for comparison. Temperature readings were taken for one week and graphed. This graph was compared with similar ones found in the text and in newspapers. The enrollment by classes in school this year was compared with that for previous years. The number of students in the library by periods was found and the change from day to day was noted. The causes of these changes were represented. Newspaper and magazine graphs were brought to class, interpreted, and the form of the data was changed.

The science class invited the city engineer to talk to them regarding city electric rates as compared to rates of the T. V. A., Mississippi Power Co., Mississippi Power and Light Company, and the rates of other municipal plants. The students collected this information and brought it to mathematics class to discuss desirable ways of graphing it. Throughout the unit the students collected all the data, and, except in the very beginning, suggested types of data to collect. Since the data chosen had significance to them, this created more interest on their part than could have been expected by following the usual textbook procedure. This unit led into the

study of other means of showing the relationship between quantities, namely, the formula and the equation.

Tests were given to determine the ability of the student to apply certain principles of handling approximate numbers. Tests on terminology were also given. The science teacher worked with us, following the plan outlined in the *Ohio State Educational Research Bulletin No. 4*, in making and giving tests to appraise the student's ability to interpret data. The results were tabulated on individual check sheets and recorded for future reference in determining growth in this objective. At the present time the mathematics and social studies departments are working together on a study of vocations.

Mathematics teachers have long assumed that geometry would train the mind, *which is perhaps* another way of saying that it improves the pupil's ability in reasoning—not only with geometric material, but with other materials—with social, economic, and political problems. Our plan, as worked out at the Summer Conference, for reorganizing plane geometry was influenced largely by the methods described in the *Thirteenth Yearbook* of the National Council of Mathematics Teachers by Dr. Harold P. Fawcett of Ohio State University.

I shall briefly describe the classroom proceedures used. They are based upon the assumption that students of geometry who get the most out of such a course will first learn certain facts and principles about form and space, and second, will learn how problems are proved and something of the nature of sound proof. More attention is being given in plane geometry to the development of adequate techniques of logical reasoning rather than to the acquisition of geometric facts alone. Non-mathematical material is being introduced at every opportunity as a means of affecting a transfer to experience outside the immediate course in geometry. This means a change from the usual Euclidean arrangement of propositions but not the omission of those which are essential for continued study in this field of work. The first few weeks were spent in first discovering the need for definition of terms, and then selecting, defining, and illustrating a minimum number of defined terms necessary to lay a foundation for beginning formal proofs. Thereafter other terms were added as the need arose.

It was found that by attempting to define some terms which were clearly understood by all in the same way, that the definition was confusing rather than helpful. For example, in attempting to define a line all students agreed that a line had length, but not width, that a line could be extended to any desired length, and that many points infinitely close together represented a line. A satisfactory definition could not be agreed upon though the term was clearly understood by the students, and they were able to represent and recognize lines and to give certain properties of them. The same difficulty arose in attempting to define such terms as angle and point. These terms

were listed and illustrated as undefined terms in the notebooks kept by all the students. The students selected very few terms to put in this section, though no attempt was made to limit the number. In getting the students to realize the need of definitions we used many non-mathematical examples. This group planned to study in social studies class the tax exemption act which had recently been passed by the state legislature. A testing situation was given to the geometry class regarding the possibility of exempting a certain home from taxes. It was found that in order to make a logical decision, the word homestead would have to be defined by law.

The students themselves gave other examples of differences in opinion due to differences in the interpretation of words or phrases. Many of their examples related to football penalties. It was not difficult to get the students to realize that conclusions depend on definitions and rules or assumptions agreed upon by the group of people in question. This led us into a discussion of the assumptions underlying conclusions made by people outside the field of geometry, and the fact that in order for our conclusions to be respected by others they must be defended by assumptions that are sensible. By illustrations and discussions such as the possible number of paths between two fixed points and their relationship to one another the students agreed upon a number of geometric assumptions to accept without proof.

Following this, many exercises were given drilling the students on vocabulary and ability to defend statements with correct assumptions. Such exercises were mostly mathematical, as: "angle APC equals angle BPC and APB is a straight line; then PC is perpendicular to AB. Why?" Some non-mathematical exercises were used. For example, "Mary is taller than Jane and Jane is taller than Ann. Then it follows that Mary is taller than Ann, because if the first of three quantities is greater than a second and the second is greater than a third, then the first is greater than the third."

The next section of the students' notebook was set aside for the proofs of theorems and the last section for the lists of methods for proving triangles congruent, lines equal, lines unequal, etc., which they named mathematical tools. The latter section is kept up-to-date in class by adding weekly, or sometimes more often, the new methods made possible as new theorems are proved.

After proofs had been considered for several weeks, common fallacies in reasoning were discussed as well as suggestions for improving reasoning in geometry and in everyday situations. The students collected their own errors in geometric proofs by examining the exercises and original copies of proofs of theorems which they keep in folders separate from the regular notebooks. Mimeographed copies containing examples of various types of errors suggested in Schnell and Crawford's *Clear Thinking* were given the students. They brought in many similar examples, using advertisements, newspaper articles, discussions in other classes, and conversations outside of

school. These examples consisted of good reasoning situations as well as poor ones. Geometric and non-geometric material used simultaneously proved quite helpful in introducing new types of reasoning and in getting the students to realize the difference between these new types and those previously considered.

The difference between inductive and deductive reasoning was realized by the students after arriving at conclusions regarding the sum of the angles of a polygon of n-sides, the value of one angle of a regular polygon of n-sides, and the sum of the angles of a triangle by both methods. For example, in considering the first conclusion mentioned the students drew figures of polygons of from three to fifteen sides, divided them into triangles, and found the number of straight angles in each figure. Then, arranging their data in tabular form, they found that the formula (n-2) straight angles applied to all cases listed. The disadvantages of this method were discussed and a deductive proof was developed. Inductive reasoning was recognized in advertising, and numbers of illustrations were brought in by the students.

Since the tenth-grade English classes had studied A. Conan Doyle's *The Red-Headed League*, this story served as a very good means of showing the difference between analytic and synthetic proofs. Taking the solution to the mystery, the students worked backwards, arranging the solution analytically by putting down each step the author used in solving the case, then selecting the correct steps which led to the solution, discarding those which the author used to mislead the readers, and reversing the order of the remaining steps to get the synthetic arrangement from crime to conclusion. This proved to be an interesting study and one which was helpful in getting the students to realize the value of analysis of proof even though it is not put into written form before attempting the written synthesis.

All proofs developed at the beginning of our study of geometry were done by the direct method. Before considering the indirect form geometrically we discussed with the students the argument commonly used by lawyers in defending clients accused of crimes, that is, the two possible situations which could exist and the possibility of the lawyer's proving the innocence of the client by showing that it was impossible for the client to have committed the misdeed. Pupils suggested other people who used this type reasoning, as the mechanic in locating car trouble and the doctor in diagnosing a case. A discussion of the advantages of the two types of reasoning and the situations in which each could be used led us into the geometric use of indirect proof.

During the latter part of this year we plan to begin the study of the history of proof. The librarian has added to the mathematics section of the library in order to be able to furnish reference material for the students to use in writing papers on the evolution of proof.

After the study of the basic constructions during the first semester, we

took advantage of the interest some students had in designing. All pupils constructed designs which were turned over to a committee from the class to select the six they considered best. These designs were constructed on the window shades in the mathematics classroom and painted in colors. Various committees had charge of constructing, planning the color scheme and painting, so that everyone had some part in the project. The class is very proud of the fact that other students and teachers have inspected their work and have complimented them on it.

The following types of material have been used in testing the ability of the pupils to analyze non-mathematical material:

(1) The information on posters found in railroad stations regarding the rights of the American railroad to meet competition on equal terms was given the students who analyzed their position on this problem, distinguishing fact from assumption;

(2) The high school debating team spoke to the geometry students who wrote up the arguments offered by both affirmative and negative teams in the form of proofs, giving the major points submitted by each speaker and the reasons offered for proving them;

(3) The English and social studies teachers worked with us in developing problems testing the pupil's ability to select a conclusion consistent with the facts stated in the data given him and the ability to support his conclusion with proper reasons.

As an example I shall outline one of the problems used: A former captain of a Harvard team, an "All American" star, urges a daring plan for college sport. In *Liberty Magazine*, November 26, 1938, he is quoted as saying:

> "The only thing which is really wrong is that football is a professional business which pretends to be amateur. The only solution is to make it either one or the other, and not both. But we can't hope for pure amatuerism until the universities find some different way of getting the money for their athletic budgets. One or two have started in that direction by creating athletic endowment funds, but the money is set aside into the fund from a surplus of the football earnings, which means that the game must do a bigger business before it can do less.
>
> What about the other alternative? Why not have professional college teams? Stranger methods have been used to raise money for educational purposes, It would be no worse than for colleges to run lotteries which was all the rage in the early days. Probably football would earn just as much—perhaps more. Professional athletics are always better games."

Following this article from the magazine, the following conclusions were given to the students to choose from:

A. College football should revert to a strictly amateur basis;
B. College football should be made a professional business entirely;
C. Further information is needed before a logical conclusion can be reached.

Nine statements were then listed from which the student chose those which could be used to support or explain the conclusion of his choice. Individual check sheets were made for each student after scoring these tests to see if the student was consistent in his reasoning. A testing program similar to this will be attempted later this term to determine the improvement made.

The usual tests in geometry are being used to measure the degree to which the student controls the skills which he has learned. We believe that our efforts are serving better to unify the mathematical experiences of the pupils with those outside this field. Our attention is now being directed toward plans for the coming school year. This will be a problem for more concentrated study at the workshop this summer.

The Purpose and Organization of the Southern Association Study*

By K. J. Hoke
Dean, College of William and Mary

In the South the concept of public education has developed more slowly than in some other sections of the United States. Private education has continued to be a big factor in the education of Southern youth. As a result of these and other conditions, there was and still continues much questionable diversity in standards and practices in Southern education.

The Southern Association of Colleges and Secondary Schools, which was founded to improve this situation, has established standards, improved practices, and clarified objectives; but in doing so it has through necessity been forced to place emphasis on quantitative values. The size of classes, the amount of training in terms of credits for teachers, the number of entrance units, the size of laboratory and library, and the amount of financial support became for some people ends in themselves. The form through which values express themselves, rather than the values themselves, tended to become the criteria by which educational accomplishment was measured.

In the Southern Association the opinion has been expressed recently that the Association should give more attention to qualitative values in Southern education. Accordingly, the constitution of the Association adopted in 1935 created a Commission on Curricular Problems and Research, which is expected to give attention to these values. This Commission, after a careful survey of existing practices and suggestions, has proposed, and the Association has approved, a coöperative study between schools and colleges. This study begins with adolescent youth in the secondary school and considers his growth through secondary school into society or into and through the college. For the group which goes into college the school and the college are definitely concerned. In a very real sense this study of the adolescent youth becomes therefore a coöperative study between school and college.

In much of our educational endeavor today, we see efforts directed toward the education of the whole individual; an effort to see the union of body, mind and spirit in a continuous and on-going stream; an effort to see and direct those qualities in the individual whereby his potentialities are

* An address presented for Dr. Hoke, Chairman of the Commission on Curricular Problems and Research, to the Forty-second Annual Meeting of the Southern Association, Dallas, Texas, April 1, 1938, and summarized by Secretary Shelton Phelps in his report to the morning meeting that day. This address, combined with the report of Dr. Hoke contained in pages 235-238 of the Quarterly for May, 1939, gives an excellent picture of the purpose and organization of the Southern Association Study. The November issue will have an article prepared by the officials of the Study bringing this report up-to-date.

revealed and an adjustment with his environment can be made. These potentialities express themselves in the power of self-evaluation, in the power to present fact problems in terms of causes or forces which have their roots in the past, and in the power to formulate, out of the past and the present, a future course of action.

In many of our Southern secondary schools there are teachers with sound scholarship, keen analytical powers, and skill in the direction of learning who are understanding and directing those qualities in the individual which reveal his potentialities. There are many other teachers who are capable and eager to engage in similar undertakings. It is the purpose of this coöperative study to assist those teachers who are already engaged in such undertakings and to find and assist others who have the ability and the desire to emulate their associates. Likewise in our Southern colleges there are professors and presidents who are conceiving higher education to be something more than "more of the same thing -more truth, more technique, and more value." While in no way neglecting the importance of a comprehensive knowledge of subject matter, they conceive the distinguishing feature of higher education "to be a new attitude toward subject matter; an attitude which engages the student in re-thinking his heritage." Here again the teacher is endeavoring to understand and direct those qualities in the individual which reveal his potentialities.

Hence, the school and the college both are beginning to see teaching in terms of the direction of those qualities which reveal the potentialities of the individual. In such teaching, the growth of the individual from school to college becomes a continuous, unfolding process. But the school and college both must go beneath form—they must see deeper than grades, units, and credits; they must reach those powers which represent the potentialities of the individual.

It is recognized that these qualities do not lend themselves to most measures now in use for evaluation purposes, but the absence of adequate measures is no valid excuse for not struggling to teach such values. There can and must be found a means for describing these values so that they may be used in the direction of students.

The Commission plans to select three secondary schools from each of the eleven Southern states for participation in this study. To this end, the Commission is asking the coöperation of the Commission on Secondary Schools of the Southern Association. A plan for this study has been formulated and copies sent to each state chairman of the Commission on Secondary Schools of the Southern Association, with a request for the help of this Committee in selecting those schools in each state that will participate in this study. At present the Commission has received applications for participation in this study from secondary schools in ten of the eleven states. These applications include types of studies which show much promise; they also

show the need of careful study, checking, and direction. The teachers in these undertakings will also need detailed explanations of the purpose and nature of the study, types of work which should be set up, and the methods in evaluating the work as it is developed.

It is clear to all who have been working with this undertaking that too much care cannot be taken in the formulation of these undertakings and in the selection of the schools which are to participate in this study. Consequently, the Commission has decided on a year of intensive study of the proposed undertakings in the different schools wishing to participate in the study before final selections of the schools wishing to participate in the study are to be made.

Through the assistance of the General Education Board and the Southern Association the Commission has been able to set up an organization for an exploratory year of these studies. It has employed Frank C. Jenkins to work with the Commission and to act as a coördinator of this work. He will visit each of the schools desiring to participate in this study, will advise with the teachers, and review their proposed projects.* He will also arrange for conferences of teachers and principals within the several schools and for conferences of teachers, principals, and directors of studies in the several states. By such means, the Commission hopes to make clear to those participating in this study its objectives and the best procedures to be followed, and also to be in a position at the end of the year to make a selection of those schools which have made very definite and worthwhile undertakings, and in which the teaching personnel sees clearly what it wishes to do and is prepared to carry these undertakings to a successful outcome. The Commission believes that this year of exploratory work should insure a well-selected group of schools and an organization which will be well prepared to carry on the type of coöperative study which has been proposed.

Since the Southern Association of Colleges and Secondary Schools embodies two other commissions, namely, the Commission on Secondary Schools and the Commission on Higher Institutions, the Commission on Curricular Problems and Research in the pursuit of its proposed study should have the active support of both Commissions of the Association. Our Commission is concerned in this study with the colleges which are the direct concern of the Commission on Higher Institutions; it is also a creation of the Association which represents both the secondary schools and the colleges. The study proposed by this Commission becomes thereby a Southern Association study and has its approval and support. Unless the colleges participate in this study, it cannot be a truly coöperative study between school and college.

In order to carry out the purpose of this study as an Association study,

* This work was carried on as planned this past year.—Editor.

it is proposed to have an organization of representatives from the colleges as well as one of the representatives from the secondary schools.

This college organization should be familiar with the types of studies in the schools which are finally selected for participation in this undertaking. The counsel of these college representatives can be helpful in the selection and direction of the studies. Since the evaluation of the work of the students from these secondary schools after they enter college will be in the hands of college representatives, familiarity on the part of these college representatives with the studies in the secondary schools becomes doubly imperative. It is also possible to assume that such familiarity might be fruitful in modifying college instruction along desirable lines.

In order to carry forward this proposed undertaking, it is necessary to have the active support of the Southern Association through its individual members, its committees, and its commissions. I believe this support will be given. The state Committees of the Commission on Secondary Schools and the State Department through their Supervisors of Secondary Education, with the aid of the representative of the Commission on Curricular Problems and Research, should constitute an efficient organization to direct the study in the secondary schools. The organization of college representatives with an efficient personnel for evaluation work should be able to give helpful counsel to the secondary group, to inform college groups of the objects and procedures of the study, and to interpret student accomplishment in college.

As our study progresses, there will be need for frequent conferences of workers and of representatives of groups for the exchange of ideas and experience, for the evaluation of results, and for planning next steps. If such a group of teachers and scholars can be actively and whole-heartedly engaged in this coöperative undertaking, if they will intelligently and fearlessly lend their efforts toward the direction of those qualities which truly reveal the potentialities of a limited group of young men and women in our secondary and higher institutions, what better way can be found to improve education in general? Such an accomplishment should in a very real sense affect our whole educational structure. This is our hope and to this end we should direct our efforts.

I like to think that every boy and girl represents certain organic and spiritual impulses—the impulse to grow, the impulse to live, the impulse to commune with the spiritual. These impulses suggest a "movement toward somewhere, a stretching toward something." This movement is beautiful because it represents these impulses. It is the function and privilege of education to direct this movement to a harmonious and satisfying whole. To such a task I can conceive no higher privilege of man.

The College and the Secondary School*

By Paul P. Boyd
Dean, University of Kentucky

The constitution of the Southern Association says that its object is to establish helpful relations between the secondary schools and the colleges, and to consider all subjects that tend to the promotion of their interests. There is an implication of *common* interests. Formerly the colleges told the schools what their interests were. Their part of the "helpful relations" and "interests" program consisted in seeing to it that the secondary schools were so organized and conducted as to supply students to the college who were thought to be prepared to carry an inherited and only slowly changing, limited curriculum. In comparatively recent years, however, powerful social and economic and intellectual movements have brought problems so pressing, philosophies so searching, and techniques so reliable as to render the old school and college relationship inadequate and passe. We have now come "smack" up against the problem of a changing educational program for a changing social order. We have been obliged to see secondary education as a thing of importance in itself, as the end of formal education for millions, as the key agency for making the sort of citizens our democracy needs. The Association's statement of objectives must then take on broader meaning and wider implication. The reorganization of the secondary school to meet individual and public needs is the college's concern as well as are the quest for new and better criteria for success in college and the possible reorganization of college curricula on the basis of individual differences.

Of course, it is wrong to speak of stasis in education, except only in a relative sense. The only really constant feature has been change. But in recent years in the professional lives of most of us the waters of enlightment that have been piling up behind the dams of conservatism, tradition, and *a-priori-ism* have been breaking through and carrying us along to a new adjustment of education to life. Our own Commission has shown increasing response to the new spirit. Not to go back further than four years, we have sponsored the Louisville and Birmingham-Southern experiments of admitting selected students with only three years of secondary-school training and have found that members of this group did as good work in college as the others and were not handicapped in social and personal adjustment. We have sanctioned the Peabody experiment where in a junior college running from eleventh to fourteenth years the usual bars between secondary school

* An address delivered before a joint meeting of the Commission on Institutions of Higher Education and the Commission on Curricular Problems and Research, Memphis, Tennessee, March 29, 1939.

and college are removed. We have reworded our standards for colleges so as to emphasize qualitative features somewhat more strongly and have adopted a technique for surveying colleges that is a step in the right direction. We have had a report on entrance matters which brought out clearly the weaknesses of present-day entrance vogues, as well as the inadequacy of our prevailing college instructional procedure, and suggested a three-way approach to solutions to both through clarity and variety of institutional objectives, wide use of tests, and a thorough-going program of guidance. We have now agreed to participate in the present study on school and college of the Commission on Curricular Problems and Research.

As to our present-day entrance standards we are all aware that the present procedure admits multitudes of students not fitted for college as it is now conducted and that it excludes many who would succeed. Jessup not so long ago pulled out of the Pennsylvania Survey a number of startling facts. In the study of 30,000 secondary school and college students, he found a divergence of ability, understanding, comprehension, and knowledge, as great among the members of the senior class as was found in comparing members of the freshman and senior classes. He found also that the poorer 15 per cent of college seniors ranked lower in total score on a comprehensive examination than the upper 32 per cent of the high school seniors. Dean Gray reports that one-half of the freshmen in a good small college were reading at a level below junior high school students. At the University of Chicago he found that the most rapid readers in the freshman class could read forty-five pages more per hour than the slowest, that ability to comprehend that which was read varied as three to one, and that there were students in the freshman class who "attached no meanings or incorrect meanings to about four-fifths of the words in the test." Another institution reported that an appreciable percentage of students in the freshman class were unable to read texts taken from seventh and eighth grade material well enough to locate the main idea.

One of our freshmen when asked to explain his failure in algebra said, "The reason for me not learning no math in high school is because I had to put all my time in on English." Another, when asked how he was getting along in his classes, said, "I ain't doin' no good in nothin'." There was a girl in freshman algebra with one and one-half entrance units who said she had never heard of quadratic equations, and a boy who stated that he never wrote themes in high school, and another boy who explained his failure in Spanish by saying, "They talk all the time about adjectives and adverbs and I'm lost." I received a half-page letter not long ago from a college junior, in another state, I should say, which contained fifteen mistakes in spelling, punctuation, and capitalization. In a Missouri college where I taught we had an admission blank which asked, "Your name (—all you have)." One boy answered, "Henry Williams, ten acres of land."

At the University this year we asked one student for his rank in his high school class and were informed that he was "Secretary-Treasurer." And there is a story told in Lexington of a former clerk in the automobile club office who was a college graduate. One day a tourist came in and said, "I've got about two hours to spend in Lexington and I wish you'd map out a tour of the city for me." The clerk said, "Oh my, I never thought about what you could do in two hours. Let's see, there's Henry Clay's home." The tourist said, "Who's Henry Clay?" "My goodness, don't you know about Henry Clay? He was president of the United States."

In the face of the break-down in our admissions machinery we should more readily accept the results of Yates and others to the effect that excellence in college does not depend on pattern of secondary-school subjects; we should look for criteria more discriminating than that of specified units. We should appreciate also the power of the *zeitgeist*, of the multitude of distractions and counter-attractions that beset our youth on every side, of the astounding increase in secondary school enrollment since the War from a million and a half in 1915 to over six millions in 1934, of the change in character of the secondary school population, and the consequent change in college personnel—changes in inheritance, in family background, in interests, and in outlook. The old machine is no longer efficient. It was built for one sort of grist; it is now forced to grind quite a different sort.

Not long ago the papers carried this comment of a German girl in an American college: "American coeds are really working for MRS instead of A.B." "They are so silly," she said, of freshmen women. "They sit around and gab about their dates, who kissed whom, and whatever became of Sadie."

We seem so often to be discussing our entrance problems *in vacuo* as though the campus life, the curricular set-up, the professor, and the personal habits of the student, his emotional and social adjustments, his health and finances, have nothing at all to do with the case. We don't face the realities of the situation. Subject matter is the supreme good. We go along as though the student were a disembodied mind, not a multiphased living entity. Many students have been declared unfit for college when the college was in reality not fitted to him. Many such have succeeded in other colleges, or in life. We have made the mistake of gross under-estimation of the potentialities of these so-called unfit. Low ability is not absolute and is capable of understanding more than we imagine.

We college teachers have something to answer for in our conduct of the lower division. We seem to be inefficient, wasteful of human material, and expensive. Perhaps no factory could long stay in business, no machine would long be tolerated, with a coefficient of efficiency so small as ours. The high rate of student mortality and the carefree indifference of students to our ministrations as they seek relief in extracurricular activities raise the question whether the college is not to blame as well as the high school.

Our conservatism, the inertia that so often seems to go with the burning of the midnight electricity in study, our interest in subject matter to the exclusion of people, our reluctance to apply the experimental method to educational problems, our departmental partisanship and log-rolling when it comes to revising the curriculum, our innocence of any intelligent philosophy of education, and our ignorance of the compelling forces back of modern educational thought—these are some of the reasons for our blundering handling of students.

Wilgus quotes this characterization of the professor: "A teacher has concrete opinions—thoroughly mixed and permanently set." President Compton sugar-coats the pill somewhat, saying that, "Most faculties resist change as tar resists force. Sudden changes can rarely be made without rupture, and progress is by a sort of plastic flow which takes place more readily if warmed up."

Why is it that the college has been the last educational division to feel the urge to examine itself? Why have the public schools and even the graduate schools forged ahead in reorganization while the college has moved with such a "tar-rific" flow? As Zook says, "The faculty dispenses knowledge but neglects education and the formulation of educational policy."

Again, much of our inefficiency would seem to come from careless thinking on educational matters, when we do get away from our subject-matter specialties. We seem to be living refutations of the doctrine of transfer of training. But we seem so often to draw conclusions from insufficient data, we don't take all available facts into consideration, we confuse cause and effect as we follow serenely along after that great deceiver, that public-enemy-number-one of the intellect, *post hoc, ergo propter hoc.* For example, here's an article which bases claims for the study of Latin in high school on the fact that students who took three years of Latin in high school did better work in college than did students who took only one or no year of Latin, overlooking the quite obvious fact that students not of first-rate ability will not take three years of Latin if they can help it. Here's a professor who insists that students take the same subjects that he did, although many who studied the same remain without distinction or worth. Here's a college that advertises the names of its eminent graduates, ignoring Pritchett's classic remark that many a man has succeeded not because of his college, but in spite of it. And here's an educator who claims too much for the meaning of the tests, confusing education with retention of factual knowledge, and forgetting that "the mind is master of that only which it uses" and that while some day it may be possible to measure all of the outcomes of the educative process, that day is certainly not here yet.

It all reminds me of the logic of an old, more or less self-taught physician who used to practice near my home in Arkansas. He is said to have given plantain leaf tea to a white man who got well; and the same medicine to

an Indian who died. And he wrote in his notebook—"Plantain: Good for white men, but damn hard on Injuns." There was the old lady, also, who wrote to her physician, "Before I started your medicine I was too weak to spank the baby; now I can lick my husband." Justice Harlan, of Kentucky, said facetiously that he owed his long life to the fact that he never let cold water touch his body. Chauncey Depew said he had lived so long because he never took exercise. The only exercise that he ever took, he said, was acting as pall-bearer for his friends who had exercised. And recently the papers told of a 102-year old veteran of the War between the States who said that he attributed his long life to the fact that he ran like hell at Bull Run. Many times our academic arguments seem about as logical.

I am extremely glad to have the opportunity to watch this experiment go along and to represent the Commission on Institutions of Higher Education in the advisory council. It seems to me that we are in this position: many of us have for years been making serious charges against secondary school curricula and procedures, college entrance standards, and college education. Times have changed, new problems have overwhelmed the secondary school. Something must be done. Individual experiments have shown quite consistently that subject patterns in high school are unimportant or at least of secondary importance for success in college, that character, natural ability, habits of work, motivation and so on are the desirable things.

A new realization of the very patent fact of individual differences and its implications for school and college has sunk deeply into our thinking. We are convicted with a new sense of our obligation to fight foreign propaganda, actually to propagandize for democracy among our youth, to re-arouse the old feeling of gratitude for and loyalty to governmental forms that have given us our bill of rights and our local self-determination. All of us have our opinions as to what should or should not be done. Well, here's an experiment that is something of a "show-down." We'll see who's right and you, the college teachers, will be some of the judges. You will have the graduates of these thirty-three schools in your classes and by means of carefully constructed tests as well as by your own personal observation, you will be able to pass judgment. My prediction is that you will be satisfied with and stimulated by the results and that after the years of this study have passed you will be in much closer agreement on matters of curriculum, entrance, objectives, what should be done in the way of terminal courses, and how we may prepare for good citizenship, with or without scholarship.

We have all been somewhat to blame for the slowness with which we have moved in our adaptation of education to our time. We have kept behind the times all the time. Our secondary schools, especially our small public high schools, have been compelled to conduct a narrow type of college preparation where passive acquisition of facts, not mind and appropriate-

ness of material, have been emphasized. Our liberal arts colleges have tried to prepare everybody for graduate school and the graduate schools have tried to make research workers out of everybody. At the same time the education colleges have gone to extremes in over-emphasizing methods of teaching and in subordinating scholarship. We have all needed more knowledge of a broad educational philosophy, clearer insight into the nature of the educative process, an up-to-date awareness of our own age and its needs. In a word, we have fallen short of educational statesmanship. There's no use pointing the finger of scorn at our sister institution. We all have something and lack something. It reminds me of Mr. Dooley's discussion of Christian Science. He concluded that if the Christians were more scientific and the scientists had more Christianity, they'd all be better off. I think that we are fast reaching the time when liberal arts people will have more of a philosophy of education and greater appreciation of educational technique, and the college-of-education men will value discipline as well as interest, content as well as technique, scholarship as well as administration, and both will be better Christians and better scientists.

The fact is that, almost unnoticed by some of us, there has been developing a new science, a science of education. Much of our disgust with "normalites" and other educationalists was due to the fact that they had all the crudity and gaucherie of pioneers. Their tools, their measuring instruments lacked keenness and accuracy. Their thermometers didn't agree, their telescopes made every star a double star. If they hadn't been so assertive, so militant, so lacking in "refinement," we would not have been so antagonistic to them and we would have caught sight of the real truths that they brought, half concealed in ugliness. We would have said, "Go ahead, see if you can't do something beautiful and useful with your idea." Happily we have now reached a stage where professors of education are fairly well civilized and don't muscle in so roughly. They have evolved philosophies and methods of attack and scales of measurement that while not so accurate as those of the physical sciences are yet as good or better than those of the other social sciences. That is to say, we now have a body of researchers in education whose experimental set-ups and measuring instruments and interpretation of results are as reliable as those of any other field outside the natural sciences.

That being the case, we liberal arts people and education people of the South are now ready and qualified to go ahead together with the study of our school and college problems. We can now go at it in a scientific way at least, or in a way that approximates the scientific method as closely as is possible when we are dealing with variables that are human beings with whom experimentation under controlled conditions is extremely difficult. Certainly only through this scientific approach can we hope to keep up

with our changing problem and avoid the blunders of *status quo*, trial and error, and *a-priori-ism*.

We are engaging in one of the most significant educational studies ever made. It will check on the work of such men as Aiken and Eells. It will settle some of our disputes. It will make some of us not so conservative and some of us not so radical. It will guide us toward a secondary school more worthy of a free people, toward a solution of college entrance problems, and toward an answer to the question of how to take care of individual differences in both school and college.

So, I am asking of my colleagues of the Commission on Institutions of Higher Education for a sympathetic attitude toward the study and for appreciation of the immense time and labor being expended by Dean Hoke, Dr. Jenkins, and others, and for a careful unbiased examination and interpretation of results when the study is done. This way lies progress.